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ABSTRACT

In order to facilitate the decentralization of the Illinois writing assessment program, this handbook describes and provides materials for writing assessment training workshops. The first of the nine sections in the handbook gives a general overview of the Illinois Writing Assessment. The second section, on training for assessment, describes procedures for training raters and presents guidelines for conducting introductory sessions. The third section gives a general description of the integrated holistic/analytic rating guide, with a discussion of score categories, text-level features of focus, support/elaboration, and organization, and sentence-level features of conventions and directions. Sections 4, 5, and 6 provide guides for scoring persuasive, narrative, and expository writing, and include sample student essays and scoring explanations for each type of writing. Section 7, Ideas for the Classroom, discusses how to teach development features of writing within essay assignments, group writing, and how to write prompts. Section 8 Adaptations for Speaking and Listening Assessment, suggests rating features for speaking and listening. The ninth section, appendices, includes copies of student writing assignments and papers. (MM)

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Write on, Illinois! Volume II 1987

A user's guide to scoring student essays

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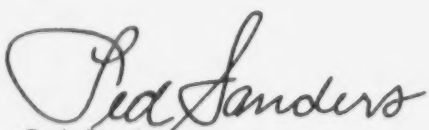
Foreword

Language arts is one of the State's six Fundamental Learning Areas. The skills and knowledge of the language arts are essential for all parts of the curriculum and central to the development of clear expression and critical thinking. One of the language arts goals states that "...students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

Our previous writing assessments and survey questionnaires indicate both a lack of writing achievement and a lack of instructional time and programs requiring students to write. This handbook was developed to assist local districts in several ways. It describes and provides materials for writing assessment training workshops, facilitating the decentralization of the assessment program. Educators may use whatever sections they find most relevant for their individual needs. In addition to the guides and papers, the handbook contains a section on classroom applications of the rating guides. Finally, there are suggestions for additional language arts assessments in listening and speaking.

This handbook is the combined product of elementary, middle and high school classroom teachers from across Illinois. Their efforts resulted in a working document for Illinois educators as well as our colleagues in other states. Our results indicate that the writing assessment approach we have successfully piloted is valid, reliable and, most importantly, instructionally sound. We hope you will find it useful. Questions and comments should be addressed to Dr. Carmen Woods Chapman, Student Assessment Section, Department of School Improvement Services.



Ted Sanders
State Superintendent of Education

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Acknowledgement to the Authors

The following Illinois teachers are responsible for writing and editing the sections of this handbook: Mary Jo Haven, Patricia Anderson, Martha Sierra-Perry, Allison White, Catherine Hendrickson, Laura Myers, Jane Lawder, Betty Watkins, Judith Gibbons, Barbara Bankson, and Andrea Berryman. The major editors were Mary Jo Haven and Patricia Anderson who spent countless hours working with student papers, feature scores, and the general organization of this handbook.

The major consultant for the Illinois Writing Assessment is Edys Quellmalz who also helped author and edit the handbook. Much of the credit for the success of this project and the State program itself goes to Dr. Quellmalz who has been with the Illinois Writing Assessment since its inception in 1982.

OVERVIEW OF THE ILLINOIS WRITING ASSESSMENT

WRITE ON, ILLINOIS!

OVERVIEW

Purpose

The State Board goal for writing states, "As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes."

The following knowledge and skills are related to this State Goal for Learning:

A Use of appropriate language and style in writing for a variety of purposes and audiences.

B Ability to develop and maintain a focus with a clear thesis, a main idea, theme or unifying event.

C Use of specific information or reasons to support and elaborate the main point.

D Clear, coherent, logical organization of ideas within the appropriate major discourse structures.

E Use of standard written English conventions.

F Ability to revise, edit, and proofread.

Writing is a fundamental vehicle for students to discover, explain, and extend their thoughts and feelings about personal and academic experiences. Writing not only provides educators with a window to students' understandings of school subjects, but it also helps students to examine and refine the content and structure of their ideas and communications. In recognition of the role writing plays in people's academic, vocational, social, and personal lives, the development of students' ability to write for a variety of purposes and audiences is a central goal of schooling.

The purpose of this handbook is threefold. First, the handbook describes the rationale and methods of the statewide writing assessment which is directly related to State Board goals and knowledge and skills statements. Second, by presenting some general guidelines and specific examples for each assessment component, consultants may help educators in local school districts develop their own system-wide writing assessment. Third, and most important, the handbook seeks to strengthen the integration of state and classroom evaluations of student writing by including suggestions for classroom applications and examples of some assignments and simplified rating guides developed by classroom teachers.

Assessment Rationale

The Illinois Writing Assessment Program is philosophically committed to integrating instruction and assessment. The major focus of any large-scale assessment should be to provide information that will improve student achievement and instruction. Effective assessments should meet the following criteria: (Quellmalz, 1984)

1. The assessment clearly defines what it is and is not testing.

2. The assessment provides a credible representation of defined writing skill status and growth.

3. The methods used to construct, conduct, and verify the assessment meet technical standards.

4. The assessment provides information that will be used at the classroom and system levels to improve writing.

In 1983 and 1985, the Illinois Inventory of Educational Progress (IIEP) gathered achievement information about student writing at grades four, eight, and eleven. The IIEP was designed to assess the knowledge and skills of students on curricular benchmarks, to chart trends across years, and to identify factors that may affect student achievement. The 1985 educational reform legislation requires that local school districts establish student learning objectives and assess those objectives. In addition to local assessment, the legislation also requires the State Board of Education to assess pupils knowledge of language arts in grades 3, 6, 8 and 10, beginning in 1990.

Kinds of Writing Assessed

The state learning goal for writing says that the " . . . student will be able to write standard English in a grammatical, well-organized, and coherent manner for a variety of purposes." The State Board recognizes the essential role of personal, expressive writing, yet acknowledges that feedback to students about these kinds of writing is better communicated through classroom conferencing. The state-level assessment monitored students' ability to write for three broad public purposes--persuasive, expository, and narrative. These discourse aims have been identified in various classification schemes as some of the common goals of writing.

Writing assignments, or prompts, for the three purposes tap students' facility in writing about background experience and academic content. Both sources of knowledge form the bases of students' understandings and interpretations. Furthermore, the assessment calls upon a range of higher order thinking skills including comparison, interpretation, and evaluation.

Rating Approach

The Illinois Rating Guide evaluates student writing using a rating system which augments a focused, holistic score (Integration) reflecting how well the composition as a whole accomplished the assignment with analytic scores

describing how effectively fundamental, component features of the essay have been developed. The features include Focus, Support/Elaboration, Organization, and Conventions. To meet the goals of the writing assessment, the State Board sought a scoring system that would provide not just a global evaluation of students' compositions, but a descriptive profile of students' command of fundamental techniques of clear writing. The detail of a developmental profile helps program personnel to determine areas of instructional need. Parallel, alternate guides have been developed to describe how these fundamental features are effectively developed and integrated within types of writing that pose different discourse aims and structures.

The Illinois Rating Guide draws upon extensive theoretical and empirical work conducted initially by the Writing Assessment Project at the Center for the Study of Evaluation (C.S.E.) at the University of California, Los Angeles under the direction of Edys S. Quellmalz. A more detailed summary of the theoretical and research bases of the guide appears in Appendix A. Funded in part by the National Institute of Education, the project conducted over ten studies from 1979-1983 which examined ways to improve the design of writing assessment programs. The combined holistic/analytic rating approach that evolved has been used by numerous state departments of education and local school districts to evaluate student writing. Sections in this guide describing "Ideas for the Classroom" and "Conducting the Assessment" suggest ways to adapt the guides to meet the needs of district and classroom assessments. For example, some systems have added features such as style or audience to capture features of more advanced writing. A similar rating approach has been used in the International Study of Writing conducted by the International Evaluation of Achievement (IEA).

The remaining sections in this chapter describe in more detail the relationship of the Illinois Writing Assessment Program to other large-scale assessments of writing, the kinds of writing and particular assignments assessed at the state level, and the criteria and rating approach used to describe the quality of the writing.

TRAINING FOR ASSESSMENT

TRAINING

As the rating guides were developed, the language used to describe the features of a composition that represented each score point was repeatedly refined. The intent was to replace subjective terms such as "fresh" or "control" with more precise, descriptive terms such as "sensory detail" or "thesis statement." Nonetheless, assigning a rating requires informed judgement. Instruction and practice are necessary to ensure that raters apply the criteria in the same way so that student papers are scored accurately and consistently.

The amount of training required depends upon the level of agreement required. When a district-wide assessment will result in decisions about individual students, standards for score agreement must be very high. Similarly, the statewide assessment requires high agreement levels. In other cases, teachers may be attending sessions designed to introduce the rating approach and provide some experience using it. These sessions may involve practice with some student papers; however, the goal of the sessions is not to achieve high agreement. To avoid idiosyncratic or conflicting use of the guides, though, school writing programs would eventually want to provide sessions for teachers to agree on application of rating criteria.

The sections below describe research-based procedures for training raters when the assessment must meet high technical standards. Guidelines are also described for conducting introductory sessions.

TRAINING FOR SYSTEMWIDE ASSESSMENT

The training procedures for a systemwide writing assessment involve preparation, training, and scoring.

The Validation Committee

Preparation for training and scoring begins by convening a group of expert raters including teachers from the grade levels assessed. Their task is to survey student essays and select ones to use during training and scoring. Working in teams, the committee members search for essays representing each score point on the rating guides. They confer and agree upon the rating(s) for each paper. If multiple grade levels have been assessed, the committee attempts to find essays from each grade level for each score on the rating guide.

Since the rating guides describe a continuum of development for the complete essay (the Integration score) and for the component features (Focus, Support/Elaboration, Organization, and Conventions), it may be difficult to find high papers written by younger students although younger students often write essays which receive high ratings on some of the component features. A distinctive feature of the guides is that they present a standard continuum of quality of essay and feature development so that growth across grade levels can be documented. Consequently, judgments are not made that a paper is well focused "for a fourth grade paper," but that it is clearly focused for a paper written by anyone at any age. Once the committee finds

and agrees upon scores for a representative pool of essays, feedback or comment sheets are prepared to explain how the specific aspects of each essay represent criteria of a particular score category. Papers should represent both clear and marginal examples of each score point.

The committee then designates essays to be used during training as qualifying papers and check papers. Training papers are used to introduce and illustrate score categories and to score as practice sets. Qualifying papers, usually about twenty, are scored independently by raters at the end of training to determine if raters apply the guide criteria consistently and accurately. Check papers are administered every morning and afternoon of "live" scoring to maintain consistent, accurate rating and to detect "rater drift."

Depending on the number of different prompts administered, separate training groups may specialize in a prompt or set of prompts. For example, in the 1985 assessment, the eleven field-test prompts were divided into four clusters representing similar rhetorical and reasoning requirements. Therefore, one cluster included the three persuasive tasks; a second cluster included the narratives; a third cluster included the expository assignments requiring comparison; and the fourth cluster included the expository assignments requiring inferring a mood.

Two training directors led the sessions and other validation committee members served as table leaders.

Training

The training directors open the sessions by overviewing the guide and providing examples of papers that clearly fit within each score category. Raters then practice scoring and discussing papers. The training papers represent clear and marginal examples of each score category for each prompt and grade level.

Usually, training requires one day; then raters score the qualifying set independently the following morning. Those raters who agree with the preassigned scores 80 percent of the time on the Integration score and on each feature score proceed to score the student papers. Raters who do not reach the 80 percent agreement level continue to work with the scoring director or table leaders.

Scoring

During independent scoring, raters read packets of approximately fifteen papers. Each packet consists of essays randomly selected from the prompts and grade levels. The percentage of packets scored by a second rater may vary, depending upon the need for corroboration. Some states and districts assessing writing for competency decisions read all papers twice. Discrepant scores at the cut off score may be adjudicated by a third reading. In the 1985 assessment, approximately 20 percent of the packets received a second reading.

Periodically, raters score a set of "check papers" to be sure that they are continuing to apply the criteria accurately. In the 1985 assessment, raters scored five check papers each morning and five each afternoon. After scoring a check packet, the raters refer to a feedback sheet which presents the scores given to the essays by the validation committee and the rationale for each score. If a rater's score differs from the preassigned scores, the rater works with one of the training staff before proceeding to rate more papers independently.

During the 1985 assessment, most raters scored approximately 240 papers over a three and one-half day period. Scoring time was recorded for designated packets each day. Average scoring per paper was approximately two to two and one-half minutes.

The training system used to establish and maintain rating consistency and accuracy differs from some of the methods used in large-scale writing assessment. The most important feature of the training system is its attempt to teach the raters the relationship between the description of each score point and the specific components of the composition that fulfill the scale criteria. This continual pursuit of precision has involved refining language used in the guide to provide descriptions of how a feature would appear at each score point, rather than relying on examples of papers alone to clarify ambiguous rating scale language. Therefore, a "4" in organization is a paper where the plan is clear, many major points are signaled by transitions and/or paragraphs, points are logical, and there are few or no digressions. These characteristics of a "4" paper have been laboriously honed through five generations of rating guides and their use in training hundreds of raters to score over 25,000 papers. The precise language for each score category contrasts with scales that describe a paper as "well-organized."

Another distinctive feature of the training method is that it treats the goal of establishing and maintaining accurate and consistent use of the guide's criteria as an instructional problem. The task is to teach raters to use criteria within each score category as rules or attributes for classifying elements of compositions as instances of that category. The guide provides explicit rules for classifying elements of composition; the guide does not rely on raters to induce classification rules from examples or anchor papers.

Consequently, the design of the training also differs from many procedures used in large-scale assessment. Following an introduction to the guide's elements and specific score criteria, excerpts from student essays are used to illustrate the use of criteria to classify an element into a score category. This procedure is used separately for each element. Then the trainers use an overhead projector to display papers and walk through the reading and rating process. Colored marking pens are used to identify the places in the composition that represent the student's attempt to establish focus, provide support, organize, and use conventions. This modeling strategy demonstrates the analysis, feature identification, and score classification processes and decisions. All discussion focuses on relating aspects of compositions to the language of the scoring guide.

A final, notable characteristic of the training is its stress on the implication of each classification and score point for instruction. For example, an essay that opens by agreeing with a position but proceeds to offer reasons for agreement and disagreement would receive no higher than a "3." The explanation of the score would be that a clear focus was not maintained; the instructional implication of that score would be for the teacher to work with the student on how to construct focusing statements that indeed summarize the reasons given. Such descriptions of a paper's features and how the students could be taught to improve those features help to avoid abstract literary criticism of papers.

TRAINING FOR INTRODUCING THE RATING APPROACH IN TEACHER WORKSHOPS

The purpose of this training is to introduce not only the rating scale for information on the State Writing Assessment program, but also the possibilities for district and classroom assessment programs. The goal is to teach the system as a model which may be modified to meet individual needs. Less emphasis and time is spent on scoring papers than during the training sessions for large-scale assessment scoring.

Teachers are given the same type of overview as previously mentioned using examples outlined in this Handbook. Experience suggests that over a short period of time (one to two-day workshop), it is best to concentrate efforts on one discourse aim, specifically the persuasive. The decisions using the persuasive criteria are clear cut, and the features are more easily identified in the student position papers (Television and 12-month school year).

Participants are introduced to each feature and then practice with the position training papers. The problem-solution (school problem) prompt and papers are then added to demonstrate the applicability of the scoring guide to this type of assignment. Following a day to a day and one-half of working with the persuasive papers, the other discourse aims are given a general introduction, emphasizing the relationships of the feature decisions across the different types of writing.

A substantive amount of time (at least one-half day) is used to score student papers furnished by the participants. Prior to the workshop, teachers should assign one of the position prompts. At the appropriate time these papers are scored by two teachers using some student papers from each. They compare their scores and discuss their rationale for assigning the scores. Training Directors and/or Table Leaders monitor these individual scoring conferences, checking on the agreement levels and asking participants to explain their rationale. This type of activity results in a high degree of teacher involvement. They are required to justify their decisions to their colleagues and to score their own student papers.

Another useful activity is to have participants meet with their school or district colleagues to outline a plan to take back to their schools. The sooner and more frequently they use some form of the assessment, the more likely they will continue to see its utility for their writing programs.

Follow-up inservice activities include other workshops using different discourse aims and/or refresher sessions, followed by using previously trained teachers to be Table Leaders and Assistant Trainers to a new group led by a qualified trainer.

The initial training workshops should be led by at least two qualified trainers: preferably one elementary and one secondary teacher. Assistant Trainers and Table Leaders are selected from previously trained personnel using about one for every five to seven people. These workshops should be limited to approximately forty people or less depending on the facilities. Transparencies are taken from the training papers and other materials found in the various sections of the Handbook. It is also desirable that each participant have a copy of the entire Handbook for personal use following the workshop.

The key to the training is to encourage participants to learn the decision rules (Internalize them.) and practice during the workshop. They can then decide how the rating guides and scales can be modified to meet their individual classroom needs whether they are elementary, language arts/English, or other content area instructors. The rating guide is based on identified features which can be scored in a reliable and valid process. Most teachers will add salient features to fit their particular needs.

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GENERAL GUIDE

DESCRIPTION OF THE INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE

PERSUASIVE, EXPOSITORY, AND NARRATIVE DISCOURSE

OVERVIEW OF THE GUIDE

This guide combines the strengths of two approaches to evaluating student compositions: holistic and analytic judgments. The guide provides separate scores for the quality of the fundamental features that form the basis for the holistic score. These include three text-level components and one sentence-level component. Other aspects of the guide are:

- The criteria represent increasing levels of writing skill development. Score categories describe features that distinguish incomplete or partially formed compositions from those that are fully developed or from those at intermediate levels of development.
- The score categories describe standards of clear writing regardless of the age level of the writers.
- The features appear frequently in resources for teaching composition and are those that recent writing research indicates can be taught.

The guide does not encompass less reliably defined qualities such as originality, depth of thought, or voice.

Features of the Guide

Integrated Holistic Element:

INTEGRATION--evaluation of the essay based on a focused global judgment of how effectively the composition as a whole uses the basic features to address the essay assignment.

Text-Level Features:

FOCUS--the clarity with which a composition presents a clear main idea, point of view, theme, or unifying event.

SUPPORT/ELABORATION--the degree to which the main point or event is elaborated and explained by specific detail and reasons.

ORGANIZATION--the clarity of the logical flow of ideas and the explicitness of the text structure or plan.

Sentence-Level Features:

CONVENTIONS--use of a standard written English.

FOLLOW DIRECTIONS--on or off assignment.

Scoring Procedure

Each feature is rated on a six-point scale (except Following Directions and Conventions). The numbers indicate the level of the composition's development. In general, the scores may be interpreted as follows:

1-3 indicates that the feature is absent or only partially formed;

4-6 signals that the feature has been minimally, well, or more fully developed. A "4" means that the feature appears in a "bare bones" basic, but acceptable form.

Each feature is rated independently with the exception of the Integration score, which is a focused, holistic judgment.

Writing Assignments

The guide is designed to assess assignments that are practically oriented, where writers are asked to explain and describe points of view, events or ideas. These assignments include the kinds of writing students and adults often use in their school work, jobs, and personal business transactions. The guide is not designed to evaluate writing for literary, poetic or expressive aims. The guide assesses skill development for persuasive, expository, or narrative discourse structures.

- Persuasive assignments--One version of the guide presents criteria for evaluating persuasive writing. The assignments tend to be of two types: the position paper where students develop one side of an argument and the problem/solution paper where students develop both a problem and a solution.

- Expository assignments--Another version of the guide presents criteria for evaluating assignments where writers explain their understandings and interpretations of personal experiences or content from academic subject matters. Passage-based assignments may require students to draw upon the passage extensively (e.g., an analysis or critique of a literary selection) or merely provide information which might, but need not, be used to fulfill the essay assignment.

- Narrative descriptive assignments--These prompts ask students to recount and reflect upon a personally significant experience or report an observed event. In assignments where students share or recount personal experiences, they are expected to describe the action and their reactions. In reports of observed events, students also narrate an event and develop the reaction of participants. Such assignments may not require reflection upon the thematic significance of the event.

FOCUS

This feature examines whether the subject or topic of the composition is clear. It also assesses whether there are statements explicitly summarizing the thesis or theme that is developed in the composition. It is understood that a well-developed focus does not have to be at the beginning of a paper, but it must be at the beginning for the state assessment.

- For persuasive assignments, the most sophisticated papers will summarize in their introduction and/or conclusion: 1) the position and major reasons developed, or 2) the problem and solution. Less well-developed papers will leave the reader to infer 1) the position, or 2) the problem and/or solution. Other less-developed papers may shift positions confusingly or distinctly develop more than one position without explicitly tying them together in a general statement or set of statements.

- For expository assignments, fully developed essays will summarize their subject and main idea/thesis in opening and/or closing statements, as well as the subtopics. Papers with a partial focus may require the reader to infer the main point. Confusing papers may seem to be developing numerous main points without stating how they are connected.

- In narrative/descriptive essays, focus is achieved when the writer explicitly identifies the unifying event and, in reflective narratives, the writer's thematic commentary on the significance and effect of the experience. For reports of observed events, statements summarizing reactions and significance may not be necessary.

6 - The essay can stand alone. The subject/topic or unifying event is clear. The position or main idea/point of view is explicitly announced and summarized. The key points/subtopics <u>that are attempted</u> are specifically named in the opening. In narratives, the theme is stated. The opening and closing are related and effective.

5 - The subject/topic is clear. The main idea/point of view or unifying event is explicitly stated in the opening. There is a general statement of number or type of key points/subtopics or episodes. For reflective narratives, a general reaction or significance is described. Opening and closing statements are consistent with each other.

4 - The subject/topic is clear. The main idea/point of view or unifying event is announced and/or summarized and may be dependent on the prompt. Titles are not considered. For assignments requiring a two-part focus, e.g., problem/solution, event/significance, both parts must be clearly stated. There is no attempt to specify subordinate points or events that are developed. There may not be both an announcement and a conclusion. The beginning and end may or may not relate, but must not contradict each other.

3 - The subject/topic is clear. The opening or closing statements may announce or summarize more or fewer subtopics or events than are actually developed in the paper ("overpromise, underdeliver," or "overdeliver, underpromise"). The reader must be able to infer the main idea/theme or unifying event. For prompts requiring a two-part focus, e.g., problem and solution, or unifying event and theme, one of the parts may be missing.

2 - The subject/topic is clear. There may be several main ideas/points of view/themes or events that are not explicitly connected, or the reader must work very hard to infer a main idea/point of view/theme or unifying event and theme.

1 - The subject/topic may be unclear. There is no discernible main point/theme or event.

SUPPORT/ELABORATION

This feature focuses on the quality of the detail or support illustrating or explaining the theme and subtopics or the unifying event and its elements. In persuasive/expository writing, support is more specific than the generalization it is intended to develop. Support provides additional information about a point through the use of examples and reasons. In narrative/descriptive writing, the theme or unifying event and its elements (people, actions, situation) are elaborated by descriptive detail and illustrations. The quality of support and elaboration depends on their specificity, depth, accuracy or credibility, and sufficiency.

Specificity is usually achieved though the use of concrete details, examples and reasons. Depth of elaboration is achieved by providing progressively more detailed description and explanation. Depth can be detected by outlining or diagramming the details. "Second-order" support/elaboration provides subordinate details or examples for reasons or generalizations. The more subtopics or branches, the greater the depth.

Accuracy or credibility of support and elaboration is judged by deciding whether reasons, examples, and details are factual or realistic and whether generalizations are factual, warranted or widely accepted. Generalizations, assertions, and opinions must be supported.

The sufficiency of support depends upon its amount, significance and thoroughness. Support/elaboration scores for longer essays will depend on the proportion of points or subtopics developed by more specific detail and reasons and the evenness or balance of support for key points. Obviously, shorter essays will have fewer opportunities to develop elements or to support subtopics.

6 - The essay's main idea/point of view/theme or unifying event and the major subtopics or elements are explained and elaborated by specific detail. All support or elaboration is detailed in greater depth at or beyond second-order elaboration.

5 - Most major points or elements are elaborated. Most of the elaboration is specific and detailed in depth.

4 - Many major points are further elaborated. Much of the elaboration is specific. Much of the elaboration is detailed in greater depth, but some unelaborated generalizations are acceptable.

3 - Only some major points are elaborated. Some elaboration is general, but some must be specific. Or, it may be an unelaborated list of details.

2 - Support/elaboration is attempted, but few major points, events or elements are elaborated. Little of the elaboration is precise or clear, causing confusion. Some may be inaccurate. The support may be redundant.

1 - There is little or no support. Support is very confusing or at the same level of generality as the point or element it is intended to develop or describe. There may be many inaccuracies or questionable generalizations.

ORGANIZATION

This feature examines whether the composition exhibits a clear structure or plan of development and whether the flow of ideas is logical. The essay's organization has a "vertical" dimension (coherence) evidenced by the use of paragraphing and transitions to signal the relationship of subtopics or episodes to the main idea/theme. There is a clear rationale for the order of paragraphs and points made. The essay's organization also has a "horizontal" dimension (cohesion) evidenced by the connection of one sentence to the next. Fully developed essays will use paragraphs and transitions to signal the plan or text structure. They will also use pronouns, demonstratives, definite articles, conjunctions, repetitions of words and sentence structures, and synonyms to cue horizontal relationships.

Less well-developed papers will fail to use paragraphing or will use it inappropriately.* These papers may also use few cohesive ties or transitions to cue the logical relationships. Some weak papers may have digressions or the train of thought may resemble stream of consciousness or free associations.

- For persuasive assignments, the "vertical" structure tends to be 1) position, reasons, conclusion, or 2) problem, solution, benefit. Ordering of reasons may be simple enumeration or by significance.

- For expository assignments, the "vertical" text structure tends to be introduction, explanation/support, conclusion. The ordering and clustering of supporting detail may vary (e.g., enumeration, type or dimension, cause/effect, similarities/differences, etc.)

- For narrative assignments, the "vertical" text structure tends to be introduction/opening/beginning, chronology of actions, people, context, ending/closing.

6 - The essay plan is very evident. The plan is signaled by the division of major points/episodes into distinct paragraphs. The plan is also signaled by use of transitions and cohesive ties. All points/episodes are logically developed and interrelated with no digressions.

5 - The plan is clear. Many major points/episodes are separated into paragraphs and signaled by transitions and cohesive ties. All points are logically developed and related to each other. There may be a minor digression and/or gap, but no major one.

4 - The plan is clear. Some major points/episodes are signaled by transitions and developed into paragraphs. Most points are logical. There may be a few minor digressions or gaps, but no major ones.

3 - The plan is noticeable, but the reader must infer it. It may be incomplete. There may be some inappropriate paragraphing, e.g., one-sentence paragraphs or an unindented, one-paragraph essay. Only some major points/episodes are signaled by transitions. There are some logically connected points/episodes. There may be some major digressions or gaps. There may be excessive or irrelevant elaboration.

2 - A plan is attempted, but the reader must work very hard to infer it. There are few or no transitions signaling major points. There are few logically sequenced points, causing much confusion. Inappropriate paragraphing.

1 - There is no evidence of a plan. Almost no points are logically related.

*A well-developed, one-paragraph essay could receive a "4," "5," or "6." Papers using single-sentence paragraphs which function as an introduction and/or conclusion are not automatically a "3."

FOLLOW DIRECTIONS

This feature solely identifies whether the essay addresses all required elements of the given assignment.

(Note: The score of "-" will signal that the essay is not written on the given topic. All features should be scored independently regardless of whether the essay addresses the topic or not. The Integration Score will not be influenced by this score, i.e., a "-" on Follow Directions does not signal an automatic "3" or below in the Integration Score.)

\+ The essay is written on the given assignment.

\- The essay is not written on the given assignment.

CONVENTIONS

Evaluations of the composition's use of conventions should weigh how seriously errors interfere with communication. A major error such as a run-on sentence or a sentence fragment makes it difficult to understand the writer's message. A statement such as "Tomorrow, I went to the store," also confuses the reader by obligating him to decipher which time context--future or present--the writer actually intends. By contrast, a minor error does not seriously interfere with the writer's message. In the example, "He going to the store now," the message is clear, but the grammar is incorrect. An overabundance of minor errors, however, may seriously detract from the reader's understanding. The intent in this element is to evaluate errors in relation to how much they interfere with the writer's effectiveness in communicating, rather than attempt to assign different values to the myriad of possible grammatical and mechanical errors that can occur.

This six-point scale is suggested for classroom use.*

6 - There are few or no minor errors. There are no major errors.

5 - There may be a few minor errors, but no more than one major error.

4 - There are some minor errors, a few major errors.

3 - There are numerous minor errors and some major errors. Sentence construction is below mastery.

2 - There are many major errors, causing some confusion.

1 - Errors are so numerous and serious that they interfere with communication.

* The state assessment is scored as adequate (+, i.e., 4-6) or inadequate (-, i.e., 1-3).

CONVENTION ERRORS

	MAJOR	MINOR
Sentence Construction	. Subject/verb agreement . Run-on . Fragment . Omitted words that interfere	. Incorrect use of connectors between clauses . Omitted words that don't interfere
Usage	. Incorrect use of common words . Incorrect pronoun reference . Confusing tense shifts	. Awkward or odd use of words/phrases, but meaning still clear . Homonyms - its/it's, their/there, to/two/too . Incorrect pronoun usage
Spelling	. Misspelled common words (counted only once)	. Unusual, less frequent words
Punctuation/ Capitalization	. Initial caps (not to include run-ons) . Common, proper nouns . Ending punctuation . Apostrophes	. Periods for abbreviations . Commas in a series, for opening phrases or clauses
Paragraph Format	. Titles used to delineate paragraphs . Paragraphs are numbered . Inconsistency of separation convention (either block or indented)	. (Lack of correct paragraph separation is an organization error.)

DLN/4848f

INTEGRATION

The purpose of this rating is to form a general evaluation of how clearly the composition achieves the assigned task. This holistic rating assumes that the effectiveness of the essay depends upon the skill with which the student orchestrated the fundamental features to complete the assignment. The judgment is limited to the combination of the features and does not include contributions of other factors such as humor or originality. However, the judgment is not simply an arithmetic average of the features. It reflects the view that the composition is a total work, that the whole is greater than the sum of the parts.

This "focused" holistic judgment is not the reader's reaction to the work as art; it is the reader's reaction to the work as craft--how adequately the work achieves the purpose. To arrive at the judgment, raters read the paper through from beginning to end thinking, "Does this composition develop the essay assignment clearly and coherently and in standard English?"

- Persuasive tasks--the position is clear and consistently, coherently developed by strong reasons, or a problem and solution are clearly identified and convincingly explained.
- Expository tasks--the thesis or main point is clear and developed coherently by specific supporting detail.
- Narrative tasks--a unifying event and its significance (when appropriate) are coherently developed through elaboration of actions, participants, and situations.

Score Categories

6 - A very well-developed composition. Each feature is evident. The essay is clearly focused and coherently developed.

5 - A well-formed composition, but all the features are not equally well-developed throughout the essay.

4 - Basically, an adequately formed composition. The essay is simple, informative and clear, presenting nothing more than essentials.

3 - A partially developed composition. Some of the features are not sufficiently formed, but all are present. Inferencing is often required of the reader.

2 - The composition attempts to address the assignment, but only the rudiments of techniques for forming focus, organization, and support/elaboration can be detected. There is often some confusion or disjointedness.

1 - The composition does not present most or all of the features.

NOTE: If a paper receives a "3" (or lower) on any element, that element is considered only partially developed; therefore, the essay is considered partially developed. A "3" on any element means the Integration score cannot be higher than a "3" although it may be lower. On passage-based prompts, the Information rating does not affect the Integration score.

IIEP 1985
INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE

FEATURES		1 (Low)	2	3	4	5	6 (High)
INTEGRATION (Holistic integration of elements to address assignment)		*Subject unclear	*Somewhat developed	*Partially developed	*Adequately developed	*Reasonably developed	Fully developed
Topic:	*Subject unclear	*Subject clear	*Subject clear	*Subject clear	*Subject clear	*Subject clear	Stands alone
FOCUS (Unifying Idea/event)	Theme/Event:	*No main idea	*Main idea/event not clear or more than one.	*Main idea/event not clear	*Main idea/event clear. May be prompt-dependent.	*Main idea/event clear	*Main idea/event clear
	Identification of Points:			*Only partially summarizes key points/events actually developed.	*Beginning and end may or may not relate, but not contradict.	*General statement of key points/ events *Has a related beginning and end	*All key points/ events are specified in opening paragraph. *Has effective beginning and end.
Amount:	*Little or no	*Few major points/ support or support is confusing, at same level of generality as the main assertion.	*Some major points/ events elaborated.	*Many major points/ events elaborated.	*Most major points/ events elaborated.	*All major points/ events elaborated.	All major points/ events elaborated.
SUPPORT/ ELABORATION (Use of information to explain, illustrate)	Specificity:	*Redundant/unclear	*May be redundant, may not be precise or clear.	*Some elaboration is specific (it may be a list).	*Much elaboration is specific and many points/events have second-order elaboration.	*Most elaboration is specific and second order.	*All elaboration is specific and second order.
ORGANIZATION (Coherence and cohesion)	Structure:	*No plan	*Plan attempted, difficult to decipher	*Plan noticeable, can infer	*Plan is clear	*Plan is clear	*Plan is clear
	Paragraphing/ Transitions:	No evidence	Attempting to use paragraphs	*Uneven use of transitions/ paragraphs.	*Many major points/ events signaled by transitions or paragraphs.	*Most major points events signaled by transitions/ ties and paragraphs.	*All major points/ events signaled by transitions/ ties and paragraphs.
	Logic:	*Almost no logically connected points/ events.	*Few logical, sequenced points.	*Some points logical and sequenced.	*Most points/events logical and sequenced.	*All points/events logical.	*All points/events logical.
				*Some major disgressions or excessive elaboration.	*Minor gap(s) *Few minor digressions, no major.	*Minor digressions and/or a gap.	*No digressions/ irrelevencies.

FEATURES	1 (Low)	2	3	4	5	6 (High)
FOLLOW DIRECTIONS		Minus *Not on assignment			Plus *On assignment	
	A minus on Follow Directions will not jeopardize Integration Score.					
CONVENTIONS	*Many minor errors *Many major errors *Very confusing *Difficult to read	*Many minor errors *Many major errors *Confusion	*Some minor errors *Some major errors *May be some confusion	*Few minor errors *Few major errors	*Few minor errors *One major errors	*One or two minor errors *No major errors

CONVENTIONS KEY[1]

	Sentence Construction	Usage	Spelling	Punctuation/Capitalization	Paragraph Format
MAJOR ERRORS	*Subject/verb agreement *Run-on *Fragment *Omitted words that interfere	*Incorrect use of common words *Incorrect pronoun reference *Confusing tense shifts	*Misspelled common words (counted only once)	*Initial caps (not to include run-ons) *Common proper nouns *Ending punctuation *Apostrophes	*Titles used to delineate paragraph *Paragraphs are numbered *Inconsistency of separation convention (either block or indented)
MINOR ERRORS	*Incorrect use of connectors between clauses *Omitted words that don't interfere	*Awkward or odd use of words/phrases, but meaning still clear *Homonyms - its/it's, their/there, to/two/too *Incorrect pronoun usage	*Unusual, less frequent words	*Periods for abbreviations *Commas in a series, for opening phrases or clauses	*(Lack of correct paragraph separation is an organization error.)

[1] Errors in conventions which could be classified in more than one category should be counted only once (no double jeopardy). For example, run-ons count only as sentence construction errors and not as punctuation errors too. If the same word is repeatedly misspelled or misused, it counts only as a single error.

PERSUASIVE GUIDE
(Position and Problem-Solution Papers)

Features of the Guide

Integrated Holistic Feature:

INTEGRATION--evaluation of the essay based on a focused global judgment of how effectively the composition as a whole uses the basic features to address the essay assignment.

Text-Level Features:

FOCUS--the clarity with which a composition presents a clear main idea, point of view, theme, or unifying event.

SUPPORT/ELABORATION--the degree to which the main point or event is elaborated and explained by specific detail and reasons.

ORGANIZATION--the clarity of the logical flow of ideas and the explicitness of the text structure or plan.

Sentence-Level Features:

CONVENTIONS--use of standard written English.

FOLLOW DIRECTIONS--on or off assignment.

Scoring Procedure

Each feature is rated on a six-point scale (except Follow Directions and Conventions). The numbers indicate the level of the composition's development. In general, the scores may be interpreted as follows:

1-3 indicates that the feature is absent or only partially formed;

4-6 signals that the feature has been minimally, well, or more fully developed. A "4" means that the feature appears in a "bare bones," basic, but acceptable form.

Each feature is rated independently with the exception of the Integration score, which is a focused, holistic judgment.

FOCUS

This feature examines whether the subject or issue of the composition is clear. It also assesses whether there are statements somewhere in the paper explicitly summarizing the position or problem and solution that is maintained throughout the composition. The most sophisticated papers will announce in their opening the issue or problem and also identify the reasons or solution that will be developed. These papers will also review key points in a conclusion. Position assignments require that the writer defend a single position on the issue. Problem/solution assignments require that the writer provide a statement of both problem (situation) and solution. Papers which only partially address the assignment, once rated as such in "Follow Directions," may still merit high focus ratings. Thus, position papers may both agree and disagree if both stances are linked in focusing statements and are supported. A problem/solution paper may merit a high focus rating when multiple problems and/or solutions are explicitly stated and developed.

6 - The essay can stand alone. The subject/topic or issue is clear. The position or problem and solution is explicitly announced and summarized and actually developed. The particular reasons or arguments that are attempted are specifically named in the opening. Opening and closing statements are related and effective. In problem (situation) and solution assignments, both the problem/situation and solution must be integrated into a single statement or set of contiguous statements.

5 - The topic or issue is clear. The position or problem and solution is explicitly stated. There is a general statement of the number or type of key points or reasons. Opening and closing statements are consistent with each other. In problem/solution assignments, problem (situation) and solution must be stated in proximity.

4 - The topic or issue is clear. The position or problem and solution is announced and/or summarized and may be dependent on the prompt. There is no attempt to specify subordinate reasons or arguments that are developed. There may not be both an introduction and a conclusion. The beginning and the end may, or may not, relate, but they must not contradict each other. In problem/solution assignments, both problem (situations) and solution must be stated somewhere in the paper.

3 - The topic or issue is clear, but may be prompt-dependent. The opening or closing statements may announce or summarize more or fewer positions than are actually developed in the paper. The reader must be able to infer the position, problem and solution. In problem/solution assignments, the focus may address only one of the reasons/arguments developed, i.e., the writer may "overpromise and underdeliver," or "underpromise and overdeliver."

2 - The topic or issue is clear. There may be several positions or problems and solutions that are not explicitly connected, or the reader must work very hard to infer a position or problem and solution.

1 - The topic or issue may be unclear. There is no discernible position or problem and solution.

SUPPORT/ELABORATION

This feature focuses on the quality of the detail or support illustrating or explaining the reasons or subtopics. In persuasive writing, support is more specific than the generalization it is intended to develop. Support further explains a point through the use of reasons and examples. The quality of support depends on its specificity, depth, accuracy or credibility, and sufficiency.

The sufficiency of support depends upon its amount, significance and thoroughness. Support scores for longer essays will depend on the proportion of points or subtopics developed by more specific detail and reasons and evenness or balance of support for key points. Obviously, shorter essays will have fewer opportunities to develop elements or to support points.

Depth of elaboration is achieved by providing progressively more specific description and explanation. Specificity is usually achieved though the use of concrete details, examples, and reasons. Depth can be detected by outlining or diagramming the details. The more subtopics or branches, the greater the depth. Second-order support (subordinate detail) provides specific details or examples for reasons or generalizations.

Accuracy or credibility of support and elaboration is judged by deciding whether reasons, examples, and details are factual or plausible and whether reasons or assertions are factual, warranted generalizations. Warranted generalizations are those with some evidence and agreement by experts that they are an acceptable interpretation. Generalizations based on personal anecdotes must represent widespread experiences of others. Generalizations, assertions, and opinions must be further supported.

6 - The essay's main position, problem/solution, and the major reasons/arguments are explained and elaborated by credible specific detail. All support or elaboration is detailed in greater depth at or beyond second-order elaboration.

5 - Most reasons/arguments are explained by credible support. Most of the elaboration is specific, detailed, and at second order.

4 - Many major points are further supported. Much of the support is credible, specific, detailed, and at second order, but some warranted general statements are acceptable.

3 - Only some major reasons/arguments are further supported. Some support is general, but some must be specific. Or, it may be an undeveloped list of specifics.

2 - Support is attempted, but few major points/arguments are further developed. Little of the support is precise or clear. Some may be inaccurate. The support may be redundant.

1 - There is little or no support. Support is very confusing or at the same level of generality as the reason it is intended to develop or describe. There may be many inaccuracies or questionable generalizations.

ORGANIZATION

This feature examines whether the argument exhibits a clear structure or plan of development and whether the points are logically related to each other and the position or problem/solution. The essay's organization has a "vertical" (coherence) dimension indicated by the use of paragraphing and transitions to signal the relationship of supporting reasons to the position or problem and solution. There is a clear rationale for the order of points made. The essay's organization also has a "horizontal" (cohesion) dimension evidenced by the connection of one sentence to the next. Fully developed essays will use paragraphs and transitions to signal the plan or text structure. They will also use cohesive ties such as pronouns, demonstratives, definite articles, conjunctions, repetitions of words and sentence structures, and synonyms to cue horizontal, logical relationships.

Less well-developed papers will fail to use paragraphing or will use it inappropriately.* These papers may also use few cohesive ties or transitions to cue the logical relationships. Some weak papers may have digressions, or the train of thought may resemble stream of consciousness or free associations.

The structures of the two persuasive assignments differ. For position papers, the argument plan is developed by announcing the position (how clearly this is accomplished is dealt with in Focus), then presenting reasons. The method of development may be, for example, simple enumeration, cause/effect, part/whole, or most to least important. Paragraphing, transitions, and cohesive devices help signal the method of development. Position papers summarize the position and main reasons in a conclusion.

Structured plans for problem/solution open with a clear statement of the problem and solution (how well this is done is dealt with in Focus). Their method of development may explain all aspects of the problem, then explain all aspects of the solution or interweave the two. A conclusion summarizes the problem and solution.

6 - The argument/plan is very evident. The plan is signaled by the division of major reasons/arguments into distinct paragraphs. The plan is also signaled by use of sophisticated transitions and cohesive ties. All points are logically developed and interrelated with no digressions.

5 - The plan is clear. Many major reasons/arguments are separated into paragraphs and signaled by transitions and cohesive ties. All points/arguments are logically developed and related to each other. There may be a minor digression and/or gap, but no major one.

4 - The plan is clear. Some major reasons/arguments are signaled by transitions and developed into paragraphs. Most points are logical. There may be a few minor digressions or gaps, but no major ones.

3 - The plan is noticeable, but the reader must infer it. It may be incomplete. There may be some inappropriate paragraphing, e.g., one-sentence paragraphs, or an unindented, one-paragraph essay. Only some major reasons/arguments are signaled by transitions. There are some logically connected reasons/arguments. There may be some major digressions or gaps. There may be excessive or irrelevant elaboration.

2 - A plan is attempted, but the reader must work very hard to infer it. There are few or no transitions signaling major points. There are few logically sequenced points, creating confusion. Inappropriate paragraphing.

1 - There is no evidence of a plan. Almost no points are logically related.

*A well-developed, one-paragraph essay could receive a "4," "5," or "6." Papers using single-sentence paragraphs which function as an introduction and/or conclusion are not automatically a "3."

FOLLOW DIRECTIONS

This feature solely identifies whether the essay addresses all required elements of the given assignment.

(Note: The score of "-" will signal that the essay is not written on the given topic. All features should be scored independently regardless of whether the essay addresses the topic or not. The Integration Score will not be influenced by this score, i.e., a "-" on Follow Directions does not signal an automatic "3" in the Integration Score.)

\+ The essay is written on the given assignment.

\- The essay is not written on the given assignment.

CONVENTIONS

Evaluations of the composition's use of conventions should weigh how seriously errors interfere with communication. A major error such as a run-on sentence or a sentence fragment makes it difficult to understand the writer's message. A statement such as "Tomorrow, I went to the store," also confuses the reader by obligating him to decipher which time context--future or present--the writer actually intends. By contrast, a minor error does not seriously interfere with the writer's message. In the example, "He going to the store now," the message is clear, but the grammar is incorrect. An overabundance of minor errors, however, may seriously detract from the reader's understanding. The intent in this element is to evaluate errors in relation to how much they interfere with the writer's effectiveness in communicating, rather than attempt to assign different values to the myriad of possible grammatical and mechanical errors that can occur.

This six-point scale is suggested for classroom use.*

6 - There are few or no minor errors. There are no major errors.

5 - There may be a few minor errors, but no more than one major error.

4 - There are some minor errors, a few major errors.

3 - There are numerous minor errors and some major errors. Sentence construction is below mastery.

2 - There are many major errors, causing some confusion.

1 - Errors are so numerous and serious that they interfere with communication.

* The state assessment will be scored as adequate (+, i.e., 4-6) or inadequate (-, i.e., 1-3).

4881f

CONVENTION ERRORS

	MAJOR	MINOR
Sentence Construction	. Subject/verb agreement . Run-on . Fragment . Omitted words that interfere	. Incorrect use of connectors between clauses . Omitted words that don't interfere
Usage	. Incorrect use of common words . Incorrect pronoun reference . Confusing tense shifts	. Awkward or odd use of words/phrases, but meaning still clear . Homonyms - its/it's, their/there, to/two/too . Incorrect pronoun usage
Spelling	. Misspelled common words (counted only once)	. Unusual, less frequent words
Punctuation/ Capitalization	. Initial caps (not to include run-ons) . Common proper nouns . Ending punctuation . Apostrophes	. Periods for abbreviations . Commas in a series, for opening phrases or clauses
Paragraph Format	. Titles used to delineate paragraphs . Paragraphs are numbered . Inconsistency of separation convention (either block or indented)	. (Lack of correct paragraph separation is an organization error.)

PKU/4881f

INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE

INTEGRATION

The purpose of this rating is to form a general evaluation of how clearly the composition achieves the assigned task. This holistic rating assumes that the effectiveness of the essay depends upon the skill with which the student orchestrated the fundamental features to complete the assignment. The judgment is limited to the combination of the features and does not include contributions of other factors such as humor or originality. However, the judgment is not simply an arithmetic average of the features. It reflects the view that the composition is a total work, that the whole is greater than the sum of the parts.

This "focused," holistic judgment is not the reader's reaction to the work as art; it is the reader's reaction to the work as craft--how adequately the work achieves the purpose. To arrive at the judgment, raters read the paper through from beginning to end thinking, "Does this composition fulfill the essay assignment clearly and coherently and in standard English?"

6 - A very well-developed composition. Each feature is evident. There is a clear position; lines of reasoning are identified and coherently developed by stong reasons throughout the essay.

5 - A well-formed composition, but all the features are not equally well-developed throughout the essay.

4 - Basically an adequately formed composition. The essay is simple, informative and clear, presenting nothing more than essentials.

3 - A partially developed composition. Some of the features are not sufficiently formed, but all are present. Inferencing is often required of the reader. If any other element is rated 3 or below, the paper must be rated 3 or below.

2 - The composition attempts to address the assignment, but only the rudiments of techniques for forming focus, organization, and support can be detected. There is often some confusion or disjointedness.

1 - The composition does not fulfill the assignment because it barely deals with the topic, uses an inappropriate text structure, or does not present most or all of the features.

Papers rated at 3 or below on any feature are considered partially developed and must receive a 3 or below on Integration.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT A: "UNPLUG THE TV"

(The complete prompt is listed in Appendix D.)

The intent of the assignment is to assess students' persuasive writing ability. The prompt asks students to take a position and marshal credible evidence to support it. Students should agree or disagree with the recommendation of a public figure to unplug all televisions. Students are directed to take a position and support it with names of TV shows they will use as examples and explanations of how these programs are helpful to people who watch them.

The assignment offers three potential aspects to develop: education, independence, and health. These suggestions are intended to help, but not to limit students to these lines of reasoning.

Integration	Fully developed essays will state the writer's reactions to the public figure's recommendation and then develop reasons or arguments for the position. Convincing support for benefits or ills of TV will include names of programs, descriptions of their good or bad content and reasonable judgments about their impact on audiences. Well-organized papers will have related introductions and conclusions. Logical relationships and distinct reasons will be signaled by paragraphs, transitions, and cohesive ties.
Focus	The most fully focused paper will announce the writer's reaction to the quote and specifically name the major points that will be developed to lead to the conclusion. An adequately focused paper may simply state a position without indicating the arguments to follow. A paper may have an adequate focus if it assumes the prompt is part of the rhetorical context, i.e., "I agree," "I disagree with the statement." Poorly developed papers will leave the reader to infer a position, may waver between pros and cons, or may develop contradictory points. A partial focus may occur if the writer "overpromises and underdelivers" or "underpromises and overdelivers," i.e., develops more or fewer points than are summarized in the introduction or conclusion.
Support	The most credible arguments will go beyond vague generalizations, e.g., "TV is good." Full support will identify a benefit or harm and proceed to name programs, describe their content, and explain how the content is likely to produce the good or bad effect. Amount of support is less important than its depth and credibility. Specific descriptions of impact appear in the best papers. Better papers also acknowledge and refute counterarguments or make recommendations for how to overcome the other position, e.g., regulate viewing time, "just don't let children watch the violent, sexy shows."

Organization	Well-organized papers have a discernible introduction and conclusion. Best papers will signal the logical relationship of points with transitions and paragraphing. Adequate text structures will enumerate reasons ("first," "second," "next"); more advanced papers will signify priority ("most important") or classification ("for older children..."). A range of cohesive devices tie sentences together.
Follow Directions	Students are asked to state one position. If they develop two positions, (TV is good and bad), the essay receives a "-" for "Following Directions," then is scored for how it well it focuses, supports, and organizes a pro-and-con essay.

EXAMPLE OF ESSAY — PROMPT # A TV — SHEET # 17951

I clearly disagree with the statement because a TV is just entertainment. Shows like 20/20 and news reports are educational if the parents would sit and watch these types of shows their children are likely to sit and watch too.

Some entertainment shows like horror films or movies that have an adult theme should not be aired because 5 year old kids know how to turn on a TV.

Comedy programs are good entertainment for ages 11 and up with shows like MASH, or Three's Company.

I feel the only good entertainment for young kids are cartoons because it gives the child something to look forward to and it makes them feel grown-up.

SCORING EXPLANATION

FEATURE	SCORE	EXPLANATION
INTEGRATION	2	There is an attempt to develop a position, but the position and logic are confusing. Convention errors do not seriously interfere with communication.
FOCUS	2	The paper begins by disagreeing, inserts a paragraph about shows that should not be aired, then returns to a discussion of entertainment.
SUPPORT/ ELABORATION	3	The essay offers several shows as examples of ones that are entertaining. Explanations of why the shows are entertaining are mostly opinions or generalizations, however.
ORGANIZATION	2	Although there is a reasonably clear beginning, the logical connections among the points is quite confusing. There is no clear ending or conclusion. The one-sentence paragraphs suggest that the concept of a paragraph is not developed.
CONVENTIONS	-	There are numerous awkward sentence construction, spelling, and punctuation errors.

SAMPLE STUDENT ESSAY

PROMPT A: TV

I think that television is very educational because it provides news information, opportunities to see different cultures, animal programs and preschool programs for younger children. I disagree with the statement that we should unplug it.

If it weren't for the six o'clock news every night, a lot of people would not know what was going on in the world. I would tell my children that if they would watch the news for an hour, then they could watch something else for an hour. 60 Minute is also good to watch, it talks about the government, economy of the world, etc.

Traveling shows such as 2 On the Town show children places outside their town, state, and country. You learn about the cultures and backgrounds of the places. Children are amazed at how different things can really be, if they haven't seen them.

There are other shows such as Nova an Jacque Cousteau. They teach you about animals, not just ordinary animals, but animals that live in oceans, rivers on lands and in different countries. I have learned about many exotic animals.

Sesame Street and Electric Company educate the younger aged children. They teach you about numbers and letters. It prepares them for school.

If someone thinks that television is not educational for children, they are wrong. It is true that there is violence on television, but that can be avoided. If it weren't for television, a lot of people wouldn't be educated.

SCORING EXPLANATION

FEATURE	SCORE	EXPLANATION
INTEGRATION	6	The paper presents a well-developed, well organized argument for why TV is educational and should not be unplugged. The few errors in conventions are relatively minor and are offset by the number of elaborated examples.
FOCUS	6	The essay stands alone; the subject and position are explicit. The writer specifies the points to be developed which are related to the educational aspects of TV. The position is also summarized in the conclusion.

SUPPORT/ ELABORATION	6	The essay gives numerous examples of educational shows and explains what they teach. The writer also counterargues objections to TV violence. "I would tell my children...," "you" and "If someone thinks..." are attempts to appeal to an adult audience.
ORGANIZATION	6	The essay uses paragraphs to set off the opening, main points, and conclusion. The text structure is one of enumeration, signaled by "such as," "other shows," and "also." Points are logical.
CONVENTIONS	+	The essay contains only one serious error, a run-on, a few shifts in person, and form for writing titles. Errors are few in proportion to the amount written.

USE OF INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT B: "DESCRIBE A SCHOOL PROBLEM WITH A SOLUTION" (PROBLEM OR SITUATION AND SOLUTION)

(The complete prompt is located in Appendix D.)

The intent of the assignment is to assess students' persuasive writing. The prompt asks students to think of one problem or situation they would like to see changed in order to make school life better for them and others. The writing assignment is an essay for the principal in which the student describes one problem or situation, explains how the solution can work, and explains how the suggestion will improve school.

Integration

Fully developed essays will state the writers' problem or situation and solution for change in their schools. They will give several reasons and examples to show how the change will improve school. Well-organized papers will have related introductions and conclusions; the logical relationships and distinctiveness of reasons will be signaled by paragraphs, transitions, and cohesive ties.

Focus

The most fully focused papers will announce the problem or situation and solution(s) to be developed and lead to the conclusion. An adequately focused paper may state the problem/situation and solution at different places in the paper. Poorly focused papers will leave the reader to infer the problem or situation, or may wander from the point and may be contradictory. A partial focus may occur if the writer "overpromises and underdelivers" or "underpromises and overdelivers," i.e., develops more or fewer points than summarized in the introduction or conclusion.

When a problem/solution paper states more than one problem, it may receive a high focus score if all points (problems/solutions) are then attempted. The essay is rated a "-" on "Follow Directions."

Support

The most credible arguments will go beyond vague generalizations, e.g., "it will make people happier." Full support will explain specific problems and solutions and also describe or explain how the suggestions will improve the school. Amount of support is less important than the depth and credibility. Specific descriptions with examples appear in the best papers. Well-developed papers balance support offered for both the problem and the solution.

Organization	Well-organized papers will have a discernible introduction and conclusion. The text plan will be apparent, i.e., why the elements (problem, solution, benefit) are described in the chosen order. Poorly structured papers will wander among the three. Best papers will signal the logical relationship of points with transitions and paragraphing. Adequate text structures will enumerate reasons; more advanced papers will signify priority or classification. A range of cohesive devices tie sentences together.
Follow Directions	Student are asked to state <u>one</u> problem/situation. If they develop two, the essay receives a "-" for following the directions, then is scored for how well it focuses, supports, and organizes each problem and solution.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE
WITH PROMPT C:
"TWELVE-MONTH SCHOOL YEAR"
(Position Paper)

(The complete prompt is located in Appendix D.)

The intent of the assignment is to describe students' persuasive writing ability. The prompt asks students to take a position and marshall credible evidence to support it. Students should agree or disagree with the school district's suggestion of having a twelve-month school year. Students are directed to take a position and support it with reasons and explanations.

Integration	Fully developed essays will state the writer's reaction to the school board's suggestion and then develop reasons or arguments for the position. Convincing support for the 12-month school year will include benefits or advantages for the students, teachers, and parents. Convincing support against the 12-month school year will include problems or disadvantages. Well-organized papers have related introductions and conclusions. Logical relationships and distinct reasons will be signaled by paragraphs, transitions, and cohesive ties.
Focus	A fully focused paper will announce the writer's reaction to the school board's suggestion and specifically name the major reasons/arguments that will be developed and lead to the conclusion. An adequately focused paper may simply state a position without indicating the arguments to follow. A paper may have an adequate focus if it assumes the prompt is part of the rhetorical context, i.e., "I agree," "I disagree with the statement." Poorly developed papers will leave the reader to infer a position, may waver between pros and cons or may develop contradictory points. A partial focus may occur if the essay "overpromises" and "underdelivers" or "underpromises and overdelivers," i.e., develops more or fewer points than it summarizes in the introduction or conclusion.
Support	The most credible arguments will go beyond vague generalizations, e.g., "The 12-month school year is bad." Full support will identify advantages or disadvantages and proceed to describe their effects on students. Amount of support is less important than its depth and credibility. Specific descriptions of impact appear in the best papers and may include consequences for teachers, parents and the community. Better papers also acknowledge and refute counterarguments or make recommendations as to how to implement the plan.

Organization	Well-structured, organized papers have a discernible introduction and conclusion. The rationale for ordering descriptions of the reasons is clear. The best papers will signal the logical relationships of points with transitions and paragraphing. Adequate text structures will enumerate reasons ("first," "second," "next"); more advanced papers will signify priority ("most important") or classification ("for older children..."). A range of cohesive devices ties sentences together.
Follow Directions	Students are asked to state <u>one</u> position. If they develop two positions (I agree and disagree, there are good and bad points for a twelve-month school year), the essay merits a "-" for following directions; then it is scored for how well it focuses, supports, and organizes a pro and con essay.

PKU:4881f

IIEP 1985
INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE
PERSUASIVE

	FEATURES	1 (Low)	2	3	4	5	6 (High)
INTEGRATION		Features undeveloped/very confusingly integrated.	Features somewhat developed/ attempted, but not integrated.	Features partially developed/ unevenly integrated.	Features adequately developed/"Bare Bones". All features present and integrated.	Features reasonably well-developed and integrated. Essay may stand alone.	Features fully developed and integrated. Essay must stand alone.
FOCUS	Issue/Subject:	Unclear	Clear	Clear	Clear	Clear	Clear
	Position/ Viewpoint:	None/very confusing.	Unclear/may be more than one.	Can identify, but must be inferred.	Stated	Stated	Stated
	Identification of Points/ Reasons:			Only partially summarizies key points actually developed. May be prompt-dependent.	Opening and conclusion may relate/do not contradict. May be prompt-dependent.	General description of key points/ reasons. Opening and closing relate.	Key points/reasons specified in opening paragraph and actually developed. Opening and closing effectively relate.
SUPPORT/ ELABORATION	Amount:	Little or no supporting points/ reasons.	A few major points/ reasons.	Some major points/ reasons.	Minimally sufficient major reasons, points.	Sufficient	Sufficient/ thorough
	Depth/ Specificity:	General/vague/ redundant.	Attempts some further development.	Further develops some/may be a list.	Further develops/ second order.	Most further elaborated/second order.	All further elaborated.
	Accuracy:	Much may be inaccurate/ questionable.	May be some questionable claims/ inaccuracy.	May be questionable.	May be a minor problem.	No problems	No problems
ORGANIZATION	Text Structure:	No plan	Attempted	Noticeable/can infer	Clear	Clear	Clear
	Signals:			Uneven use of transitions/ties. Some paragraphing inapproriate.	Many appropriate paragraphs, some transitions.	Appropriate. Many transitions.	Appropriate/ sophisticated use of transitions.
	Logic:	Much confusion	A few logically sequenced reasons/ points.	Some logically sequenced, may be some digresson.	Most events logically sequenced, may be a minor gap.	All points logically sequenced.	All points logically sequenced. No digression.

PERSUASIVE

FEATURES	1 (Low)	2	3	4	5	6 (High)
FOLLOW DIRECTIONS		Minus			Plus	
Topic:		Not on Assignment			On Assignment	
Discourse Structure:		Not on Assignment			On Assignment	
A minus on Follow Directions will not jeopardize the integration score.						
CONVENTIONS	*Many minor errors	*Many minor errors	*Some minor errors	*Few minor errors	*Few minor errors	*One or two minor errors
	*Many major errors	*Many major errors	*Some major errors	*Few major errors	*One major errors	*No major errors
	*Very confusing	*Confusion	*May be some confusion			
	*Difficult to read					

CONVENTIONS KEY[1]

	Sentence Construction	Usage	Spelling	Punctuation/Capitalization	Paragraph format
MAJOR ERRORS	*Subject/verb agreement	*Incorrect use of common words	*Misspelled common words (counted only once)	*Initial caps (not to include run-ons)	*Titles used to delineate paragraph
	*Run-on	*Incorrect pronoun reference		*Common proper nouns	*Paragraphs are numbered
	*Fragment	*Confusing tense shifts		*Ending punctuation	*Inconsistency of separation convention (either block or indented)
	*Omitted words that interfere			*Apostrophes	
MINOR ERRORS	*Incorrect use of connectors between clauses	*Awkward or odd use of words/phrases, but meaning still clear	*Unusual, less frequent words	*Periods for abbreviations	*(Lack of correct paragraph separation is an organization error.)
	*Omitted words that don't interfere	*Homonyms - its/it's, their/there, to/two/too		*Commas in a series, for opening phrases or clauses	
		*Incorrect pronoun usage			

[1] Errors in conventions which could be classified in more than one category should be counted only once (no double jeopardy). For example, run-ons count only as sentence construction errors and not as punctuation errors too. If the same word is repeatedly misspelled or misused, it counts only as a single error.

NARRATIVE GUIDE
(Personal Accounts of Events)

Illinois Inventory of Educational Progress
Direct Writing Assessment
1985 Field Test

DESCRIPTION OF THE INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE

NARRATIVE

Features of the Guide

Integrated Holistic Feature:

INTEGRATION--evaluation of the essay based on a focused, global judgment of how effectively the composition as a whole uses the basic elements to address the essay assignment.

Text-Level Features:

FOCUS--the clarity with which a composition presents a clear theme or unifying event.

SUPPORT/ELABORATION--the degree to which the theme or event is developed by specific detail and explanation.

ORGANIZATION--the clarity of the logical flow of episodes and ideas and the explicitness of the text structure or plan.

Sentence-Level Features:

CONVENTIONS--use of a standard written English.

FOLLOW DIRECTIONS--on or off assignment.

Scoring Procedure

Each feature is rated on a six-point scale (except for Follow Directions and Conventions which is a + or -). The numbers indicate the level of the composition's development. In general, the scores may be interpreted as follows:

1-3 indicates that the feature is absent or only partially formed;

4-6 signals that the feature has been minimally, well, or more fully developed. A "4" means that the feature appears in a "bare bones," basic, but acceptable form.

Each feature is rated independently with the exception of the Integration score, which is a focused, holistic judgment.

FOCUS

This feature examines whether the subject or topic of the narrative is clear. It also assesses whether there are statements explicitly summarizing the theme or significance of the narrative. For narrative/descriptive assignments, the unifying theme or event is explicitly stated, announced, or summarized in the opening paragraph or the reader is drawn into the event and the writer comments upon its significance at the end. Narratives which require comment upon either the personal or audience reaction will do so in opening statements or draw the reader into the event and comment upon either the personal and/or audience reaction. Less well-developed papers may leave the reader to infer the main point/theme or significant event or may develop several distinct points or events without tying them together in a general statement or set of statements.

6 - The essay can stand alone. The subject/topic is clear. The theme/significance or unifying event is explicitly announced and summarized in the beginning paragraph or the reader is drawn into the event with the significance commented upon at the end. The key points or episodes that are attempted are specifically named. Opening and closing statements are related and effective.

5 - The subject/topic is clear. There is a general statement of the theme/significance or unifying event in the opening or closing. There is also a general statement of number or type of episodes. Opening and closing statements are consistent with each other. (The difference between a "5" or "6" in Focus is specificity.)

4 - The subject/topic is clear. The theme/significance or unifying event is announced and/or summarized and may be dependent on the prompt. There is no attempt to specify subordinate points or events that are developed. There might not be both an announcement and a conclusion. The beginning and end may or may not relate, but must not contradict each other.

3 - The subject/topic is clear. The opening or closing statements may announce or summarize more or fewer themes or events than are actually developed. The reader must be able to infer theme/significance or unifying event. Reaction may be absent.

2 - The subject/topic is clear. There may be events or themes that are not explicitly connected, or the reader must work very hard to infer a main event and theme, i.e., the unifying event is somewhat unclear, or there may be several separate, unconnected events.

1 - The subject/topic may be unclear. There is no discernible main theme or event.

SUPPORT/ELABORATION

This feature focuses on the quality of the detail or elaboration illustrating/explaining the theme and episodes of the unifying event. In narrative/descriptive writing, the theme or unifying event and its component people, actions, and situation are elaborated by descriptive detail, reasons, and illustrations. The quality of elaboration depends on specificity, depth, accuracy/credibility, and thoroughness.*

Specificity is usually achieved though the use of concrete details, examples and reasons. Depth of elaboration is achieved by providing progressively more detailed description and explanation. Depth can be detected by outlining or diagramming the details. "Second-order" elaboration provides subordinate details and reasons.

Accuracy/credibility of elaboration is judged by deciding whether descriptive details, reasons, and examples are vivid, accurate, factual or plausible and whether reasons or assertions are factual, warranted, or widely accepted.

The thoroughness of elaboration depends upon balanced descriptions of the key elements of the narrative (people, action, situation) and, when appropriate, the significance of the experience. Elaboration scores for longer essays will depend on the proportion of narrative elements developed by more specific detail. Obviously, shorter essays will have fewer opportunities to develop elements.

6 - The essay's theme or unifying event and the major component narrative elements are explained and elaborated by specific, credible detail. All elaboration is detailed in greater depth at or beyond second-order. The essay must support/elaborate the event and reaction.

5 - Most major elements are elaborated. Much of the elaboration is credible, specific and detailed in depth. The essay must support/elaborate the event and reaction.

4 - Many major elements are elaborated. Much of the elaboration is credible, specific and detailed in depth.

3 - Only some major elements are elaborated. Most elaboration is credible. Some elaboration is general, but some must be specific. It may be an unelaborated list of details.*

2 - Elaboration is attempted, but few major elements are elaborated. Little of the elaboration is precise or clear. Some may be inaccurate. The elaboration may be redundant.

1 - There is little or no elaboration. It is very confusing, general, or vague. There may be many inaccuracies.

*If the support/elaboration relates only to the event, then it cannot score above a "3."

ORGANIZATION

This feature examines whether the narrative exhibits a clear structure or plan of development and whether the sequence is logical. The essay's organization has a "vertical" (coherence) dimension evidenced by the use of paragraphing and transitions to signal the relationship of key points and episodes to the unifying event or theme. There is a clear rationale for the order of paragraphs and points made. The essay's organization also has a "horizontal" (cohesion) dimension evidenced by the connection of one sentence to the next. Fully developed essays will use paragraphs and transitions to signal the plan or text structure. They will also use cohesive ties such as pronouns, demonstratives, definite articles, conjunctions, repetitions of words, sentence structures, and synonyms to cue horizontal relationships.

Less well-developed papers will fail to use paragraphing* to set off key points or episodes or will use it inappropriately. These papers may also use few cohesive ties or transitions to cue the logical relationships. Some weak papers may have digressions or the train of thought may resemble stream of consciousness or free associations.

The "vertical" text structure of the narrative assignments generally involves an opening or introduction, a chronology of actions, reactions and context and an ending or conclusion. Less well-structured narratives will "just end" without a "clincher" or summary statement.

6 - The narrative plan is very evident. The plan is signaled by the division of major points or episodes into distinct paragraphs. The plan is also signaled by use of transitions and cohesive ties.

5 - The plan is clear. Many major points and episodes are separated into paragraphs and signaled by transitions and cohesive ties. All points, elements and episodes are logically developed and related to each other. There may be a minor digression and/or gap, but no major one.

4 - The plan is clear. Some major points and/or episodes are signaled by transitions and developed into paragraphs. Most elements and points are logically developed. There may be a few minor digressions or gaps, but no major ones.

3 - The narrative plan is noticeable, but the reader must infer it. It may be incomplete. There may be some inappropriate paragraphing, e.g., one-sentence paragraphs or an unindented one-paragraph essay. Only some major points or episodes are signaled by transitions. There are some logically related elements. There may be some major digressions or gaps. There may be excessive or irrelevant elaboration.

2 - A narrative plan is attempted, but the reader must work very hard to infer it. There are few or no transitions signaling major points or episodes. There are few logically related elements. Inappropriate paragraphing.

1 - There is no evidence of a plan. Almost no points are logically related.

*A well-developed, one-paragraph essay could receive a "4," "5," or "6." Papers using single-sentence paragraphs which function as an introduction or conclusion are not automatically a "3."

FOLLOW DIRECTIONS

This feature identifies whether the essay addresses the given topic. (Note: The score of "-" will signal that the essay is not written on the given topic. All feature scores should be scored independently regardless of whether the essay addresses the topic or not. The integration score will not be influenced by this score, i.e., a "-" on Follow Directions does not signal an automatic "3" in the Integration Score.

\+ The essay is written on the given assignment.
\- The essay is not written on the given assignment.

CONVENTIONS

Evaluations of the composition's use of conventions should weigh how seriously errors interfere with communication. A major error, such as a run-on sentence or a sentence fragment, makes it difficult to understand the writer's message. A statement such as, "Tomorrow, I went to the store," also confuses the reader by obligating him to decipher which time context--future or present--the writer actually intends. By contrast, a minor error does not seriously interfere with the writer's message. In the example, "He going to the store now," the message is clear, but the grammar is incorrect. An overabundance of minor errors, however, may seriously detract from the reader's understanding. The intent in this element is to evaluate errors in relation to how much they interfere with the writer's effectiveness in communicating rather than attempt to assign different values to the myriad of possible grammatical and mechanical errors that can occur.

This six-point scale is suggested for classroom use.*

6 - There are few or no minor errors. There are no major errors.

5 - There may be a few minor errors, but no more than one major error.

4 - There are some minor errors, a few major errors.

3 - There are numerous minor errors and some major errors. Sentence construction is below mastery.

2 - There are many major errors, causing some confusion.

1 - Errors are so numerous and serious that they interfere with communication.

*The state assessment will be scored as adequate (+) or inadequate (-).

PKU/4883f

CONVENTION ERRORS

	MAJOR	MINOR
Sentence Construction	. Subject/verb agreement . Run-on . Fragment . Omitted words that interfere	. Incorrect use of connectors between clauses . Omitted words that don't interfere
Usage	. Incorrect use of common words . Incorrect pronoun reference . Confusing tense shifts	. Awkward or odd use of words/phrases, but meaning still clear . Homonyms - its/it's, their/there, to/two/too . Incorrect pronoun usage
Spelling	. Misspelled common words (counted only once)	. Unusual, less frequent words
Punctuation/ Capitalization	. Initial caps (not to include run-ons) . Common proper nouns . Ending punctuation . Apostrophes	. Periods for abbreviations . Commas in a series, for opening phrases or clauses
Paragraph Format	. Titles used to delineate paragraphs . Paragraphs are numbered . Inconsistency of separation convention (either block or indented)	. (Lack of correct paragraph separation is an organization error)

INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE
NARRATIVE

INTEGRATION

The purpose of this rating is to form a general evaluation of how clearly the composition achieves the assigned task. This holistic rating assumes that the effectiveness of the essay depends upon the skill with which the student orchestrated the fundamental features to complete the assignment. The judgment is limited to the combination of the features and does not include contributions of other factors such as humor or originality. However, the judgment is not simply an arithmetic average of the features. It reflects the view that the composition is a total work, that the whole is greater than the sum of the parts.

This "focused," holistic judgment is not the reader's reaction to the work as art; it is the reader's reaction to the work as craft--how adequately the work achieves the purpose. To arrive at the judgment, raters read the paper through from beginning to end thinking, "Does this composition address the essay assignment clearly, coherently, and in standard English?"

6 - A very well-developed narrative. Each feature is evident in use. There is a clear unifying event and theme. Major episodes are clear and coherently developed throughout the essay.

5 - A well-formed narrative, but all the elements are not equally well-developed throughout the essay.

4 - A basically, adequately formed narrative. The narrative is simple and clear, presenting nothing more than essentials.

3 - A partially developed narrative. Some of the elements are not sufficiently formed, but all are present. Inferencing is often required of the reader.

2 - The narrative attempts to address the assignment, but only the rudiments of techniques for forming focus, organization, and support can be detected. There is often some confusion or disjointedness.

1 - The narrative does not fulfill the assignment because it does not deal with the topic, does not use an appropriate text structure, or does not present most or all of the features.

Papers rated "3" or below on any feature must receive a "3" or below on Integration.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT D: "A MEMORABLE EVENT"

(The complete prompt is located in Appendix D.)

The intent of the assignment is to assess students' ability to recount and reflect upon a memorable event. Students are asked to tell about an unforgettable experience by explaining what happened, the order in which it happened, how or why it happened, and how they felt. They are expected to describe how they felt during the event and also to tell their "memorable" reaction to it. As it is written, the purpose is more informative than expressive. They are asked to focus on one event and explain how they felt.

Integration	Fully developed papers will not only present an account of an event in which details elaborate what happened, to whom, how, why, and where, but they will also elaborate on the writer's reaction to the significance of the event. Specific details and illustrations describe the context, action, and effect. The progression of actions and reactions is logical, chronological, and explicitly signaled. Narrative elements are logically related. Content and tone are appropriate. Conventions are not a problem. Less-developed papers may present an account of an event with very limited elaboration and few illustrations of the writer's reactions to the significance of the event.
Focus	The narrative is unified both by the account of a single event and by thematic commentary about the significance and effect of the experience. The best papers may either announce the nature of the event and its effect in opening statements or draw the reader into the event and comment upon its significance at the end. In either case, the opening and closing effectively function as such. Less well-focused papers may narrate a series of episodes and/or reactions without tying them together as a unitary experience or impression.
Support/ Elaboration	Details develop actions within the event, relevant context, the actors, and their reactions. Less-developed narratives may only sketchily enumerate a series of occurrences and/or reactions without further describing, explaining, or illustrating them. Better papers will balance explanations of feelings/ impressions with details about the event. Better papers will also explain the causal relationships.

Organization	Well-organized narratives will have clear beginning and ending points. Paragraphs and transitions will signal the chronological text structure; cohesive ties will connect one action/reaction to the next. More advanced essays will interweave reactions into the accounting of events. Better papers will also signal causal relationships among component elements and actions within the event; the rationale for the particular actions chosen for inclusion will be clear.

PKU:4883f

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT E: "A MEMORABLE PERFORMANCE"

(The complete prompt is located in Appendix D.)

The intent of this functional narrative is to assess students' ability to recount and reflect upon a memorable performance. Students are asked to write an essay about an unforgettable performance by describing the event, some of the people, situation and action, and telling how they and others watching the performance felt. As it is written, the purpose is more informative than expressive. Students are asked to focus on one event and explain their personal as well as the audience's reaction to the event.

Integration	Fully developed papers will not only present an account of the performance in which details elaborate what happened, the people, situation,and action involved, but they will also elaborate the writer's and audience's reaction to the event. Specific details and illustrations describe the context, action, and effect. The progression of actions and reactions is logical, chronological, and explicitly signaled. Narrative elements are logically related. Conventions are not a problem. Less-developed papers may present an account of a performance with limited or no personal/audience reaction to the event.
Focus	The narrative is unified both by the account of a single event and by thematic commentary about the personal or audience reaction of the experience. The best papers may either announce the nature of the event and its effect in opening statements or draw the reader into the event and comment upon either the personal or audience reaction. In either case, the opening and closing effectively function as such. Less well-focused papers may narrate a series of episodes without tying them together as a unitary experience or impression. An adequately focused paper can simply identify the event.
Support/ Elaboration	Details develop actions within the event, relevant context, the actors, and their reactions. Less-developed narratives may only sketchily enumerate a series of occurrences and/or reactions without further describing, explaining, or illustrating them. Better papers will balance explanations of personal/audience reactions with details about the event.
Organization	Well-organized narratives will have clear beginning and ending points. Paragraphs and transitions will signal the chronological text structure; cohesive ties will connect one action/reaction to the next. More advanced essays will interweave reactions into the accounting of the event.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT F:
"A TIME WHEN YOU HELPED SOMEONE OR SOMEONE HELPED YOU"

(The complete prompt is located in Appendix D.)

The intent of this assignment is to assess students' ability to recount and reflect upon a particular time. The student is asked to choose a time when (s)he helped someone, or (s)he was helped by someone; tell what and why it happened; and tell how (s)he felt about it. The "helping" could have been done for/by a friend, a relative, or even a pet. As written, the purpose is more informative than expressive. The student is asked to focus on one time, describing it, and his/her reactions to it.

Integration	Fully developed papers will describe the event and time/circumstances using specific details and detailed elaboration. Writer reaction to this event will also be clearly developed. Specific details and illustrations describe the context, people, action and effect. Progression of action and reaction is logical, chronological, and explicitly signaled. Conventions do not interfere with understanding. Less-developed papers may present a limited account of an event with little elaboration of narrative elements and with limited descriptions of the writer's reaction to the significance of the event.
Focus	The narrative is unified by both the account of the single event and by the students' comments about the significance/effect of the experience. Better papers may either announce the nature of the event and its effect in the opening statements, or draw the reader into the event and then comment upon its significance. In either case, the opening and closing must effectively function as such. Less well-focused papers may narrate a series of episodes and/or reactions without tying them together as a unified experience/impression.
Support/ Elaboration	Quality of support depends on specificity, depth, accuracy/credibility, and thoroughness. Better papers will develop actions within the event through specific detail, relevant context, full descriptions of the actors and their reactions. There will be a balance between explanations of feeling/impressions and details about the event. Less-developed narratives may sketchily enumerate a series of occurrences and/or reactions without further describing, explaining, or illustrating them.

Organization	Better papers will exhibit a clear narrative structure/plan of development with logical sequencing. There will be a clear beginning and ending. Paragraphs and transitions signal the chronological text structure. Cohesive ties connect one action/reaction to the next. More advanced essays may even interweave reaction into the account of events. Less-developed papers depend on reader inference as to plan and/or significance of reaction. Paragraphing may be faulty or nonexistent. It would be possible to have a well-developed, one-paragraph essay in which all features are presented adequately and effectively.

PKU/4883f

IIEP 1985
INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE
NARRATIVE

	FEATURES	1 (Low)	2	3	4	5	6 (High)
INTEGRATION		Undeveloped/very confusing	Somewhat developed/ attempted	Partially developed/uneven	Adequately developed/"Bare bones"	Reasonably well developed	Fully developed
FOCUS	Event/Theme:	Unifying event/ significance unclear.	Main idea/event not clear or more than one.	Must infer, but <u>can</u> be inferred.	Clear, may be prompt-dependent.	Clear event and reaction must appear in paper.	Clear event and reaction must appear in paper.
	Beginning/End:				May be related/ do not contradict.	Related	Effectively related
SUPPORT/ ELABORATION	Amount/ Thoroughness:	Little or none	A few elements described	Some/uneven May be a list Relates only to event	Many details for action, reaction of self and others	Most	All
	Depth/ Specificity:	Mostly general, vague/inaccurate	A few elements developed/somewhat vague/redundant	Some	Many details about events and significance.	Most	Almost all elements specifically described and further developed
ORGANIZATION	Text Structure: No plan	Attempted	Noticeable/can infer	Clear	Clear	Clear	
	Signals:			Uneven use of transitions/ties, some paragraphing inappropriate.	Many appropriate paragraphs.	Appropriate	
	Logic:	Much confusion	A few logically sequenced events/ points.	Some logically developed points/ may be some major digression/excessive elaboration.	Most events logically sequenced. May be a minor gap. May be a minor digression.	All	All/no digression

FEATURES	1 (Low)	2	3	4	5	6 (High)
	Minus		+		Plus	
FOLLOW DIRECTIONS Topic:	Not on Assignment				On Assignment	
Discourse Structure:	A minus on Follow directions will not jeopardize the integration score.					
CONVENTIONS	*Many minor errors *Many major errors *Very confusing *Difficult to read	*Many minor errors *Many major errors *Confusion	*Some minor errors *Some major errors *May be some confusion	*Few minor errors *Few major errors	*Few minor errors *One major errors	*One or two minor errors *No major errors

CONVENTIONS KEY[1]

	Sentence Construction	Usage	Spelling	Punctuation/Capitalization	Paragraph Format
MAJOR ERRORS	*Subject/verb agreement *Run-on *Fragment *Omitted words that interfere	*Incorrect use of common words *Incorrect pronoun reference *Confusing tense shifts	*Misspelled common words (counted only once)	*Initial caps (not to include run-ons) *Common proper nouns *Ending punctuation *Apostrophes	*Titles used to delineate paragraphs *Paragraphs are numbered *Inconsistency of separation convention (either block or indented)
	Sentence Construction	Usage	Spelling	Punctuation/Capitalization	Paragraph Format
MINOR ERRORS	*Incorrect use of connectors between clauses *Omitted words that don't interfere	*Awkward or odd use of words/phrases, but meaning still clear. *Homonyms - its/it's, their/there, to/two/too *Incorrect pronoun usage	*Unusual, less frequent words	*Periods for abbreviations *Commas in a series, for opening phrases or clauses	*(Lack of correct paragraph separation is an organization error.)

[1] Errors in conventions which could be classified in more than one category should be counted only once (no double jeopardy). For example, run-ons count only as sentence construction errors and not as punctuation errors too. If the same word is repeatedly misspelled or misused, it counts only as a single error.

EXPOSITORY GUIDE
(Information from Passage and Experience-Based Papers)

EXPOSITORY GUIDE

EXPOSITORY ASSIGNMENTS

Assignments asking students to inform a reader about a topic appear in two formats. One format asks students to draw upon background experience. The second format provides students with some or all of the information needed to develop the topic. These "constant/passages based" assignments may present material drawn from literature, social science, or science and ask students to explain their understanding, interpretation, or evaluation of the information.

FEATURES OF THE GUIDE

Integrated Holistic Feature:

INTEGRATION--evaluation of the essay based on a focused global judgment of how effectively the composition as a whole uses basic features to address the essay assignment.

Text-Level Features:

FOCUS--the clarity with which a composition presents a clear main idea/thesis/conclusion.

SUPPORT/ELABORATION--the degree to which the main point/thesis/conclusion is elaborated and explained by specific detail and reasons.

ORGANIZATION--the clarity of the logical flow of ideas and the explicitness of the text structure or plan.

Sentence-Level Features:

CONVENTIONS--use of a standard written English.

FOLLOW DIRECTIONS--off or on assignment.

SCORING PROCEDURE

Each feature is rated on a six-point scale (except for Follow Directions and conventions). The numbers indicate the level of the composition's development. In general, the scores may be interpreted as follows:

1-3 indicates that the feature is absent or only partially formed.

4-6 signals that the feature has been minimally, well, or more fully developed. A "4" means that the feature appears in a "bare bones," basic, but acceptable form.

Each feature is rated independently with the exception of the Integration score which is a focused, holistic judgment.

FOCUS

This element examines whether the subject or topic of the composition is clear. It also assesses whether there are statements explicitly summarizing the main idea/thesis/conclusion about the subject or event that is developed in the composition. In expository assignments, the most sophisticated papers will announce in their opening the subject and thesis, main idea or view and will also identify the subtopics that will be developed. These papers will also review key points in a conclusion. Less well-developed papers may leave the reader to infer the main point/theme or conclusion or may develop several distinct points without tying them together in a general statement or set of statements.

6 - The subject/topic is clear. The main idea/thesis/conclusion is explicitly announced and summarized. The key points or subtopics that are attempted are specifically named in the opening or closing paragraphs. Opening and closing statements are related and effective.

5 - The subject/topic is clear. The main idea/thesis/conclusion is explicitly stated in the opening or closing paragraphs. There is a general statement of number or type of key points/subtopics. Opening and closing statements are consistent with each other.

4 - The subject/topic is clear. The main idea/thesis/conclusion is announced and/or summarized and may be dependent on the prompt. There is no attempt to specify subordinate points that are developed. There may not be both an announcement and a conclusion. The beginning and end may or may not relate, but must not contradict each other.

3 - The subject/topic is clear. The opening or closing statements may announce or summarize more or fewer subtopics than are actually developed in the paper. The reader must be able to infer the main idea/thesis or conclusion.

2 - The subject/topic is clear. There may be several main ideas/theses/conclusions that are not explicitly connected, or the reader must work very hard to infer a main idea.

1 - The subject/topic may be unclear. There is no discernible main point/thesis/conclusion.

INFORMATION FROM PASSAGE

This feature applies to assignments that ask students to refer to/cite information from given source material. The feature describes how the essay uses information taken from the passage. The score describes the amount, specificity, and credibility of the information used.

The amount of information taken refers to the proportion of information used, given the amount of relevant information in the passage. In some assignments students must use and interpret literary passages. In other assignments, the passage is intended to provide helpful, but not required information (e.g., facts about the moon). Students may use very little information from the passages, add other information they know, and still develop a good paper. Conversely, a student may use all of the information from the passage and not develop an adequate paper.

Similarly, a student may use specific information from the passage or summarize material from the passage and still support his/her points well. Finally, the information from the passage score indicates how accurately the student cites passage information or how credibly generalizations are drawn. This score is descriptive; it will not lower the Integration Score.

6 - Uses almost all of the information provided in the prompt and is very specific with no problems in credibility.

5 - Uses much of the information as presented and in a correct manner.

4 - Uses some of the information provided in an equal manner. Some may be specific and/or general. There may be a minor problem with credibility.

3 - Some information may be used, but it is more general and/or a few specifics. May be inaccurate.

2 - Uses little information, and it is mostly general and/or vague. Some information may be inaccurate or questionable.

1 - Uses no information, may be general or vague. Much of it may be inaccurate and/or questionable.

SUPPORT/ELABORATION

This feature focuses on the quality of the detail or support illustrating or explaining the theme and subtopics. In expository writing, support is more specific than the generalization it is intended to develop. Support provides additional information about a point through the use of examples and reasons. The quality of support depends on its specificity, depth, accuracy or credibility, and sufficiency.

Specificity is usually achieved through the use of concrete details, examples and reasons. Depth of elaboration is achieved by providing progressively more detailed description and explanation. Depth can be detected by outlining or diagramming the details. The more subtopics or branches, the greater the depth.

Accuracy or credibility of support and elaboration is judged by deciding whether reasons, examples, and details are factual or realistic and whether reasons or assertions are factual, warranted, or widely accepted. Generalizations, assertions, and opinions must be supported by further details and explanation.

The sufficiency of support depends upon its amount, significance, and thoroughness. Support/elaboration scores for longer essays will depend on the proportion of points or subtopics developed by more specific detail and reasons, as well as the evenness or balance of support for key points. Obviously, shorter essays will have fewer opportunities to develop elements of support.

6 - The essay's main idea/thesis/conclusion and/or the major subtopics are explained and elaborated by specific detail. Almost all support is detailed in greater depth to achieve beyond "second-order" elaboration. Support statements are accurate or credible.

5 - Major point(s) or element(s) is/are described and explained. Most of the elaboration is specific and detailed in depth. Almost all support is accurate/credible.

4 - Many major points are further elaborated. Much of the elaboration is specific. Much of the elaboration is detailed in greater depth, but some general statements are acceptable. Most support is accurate/credible.

3 - Only some major points are elaborated. One major point may be extensively developed where the other(s) is/are not. Only some elaboration is specific. It may be an unelaborated list of details. Some support may be inaccurate/not credible.

2 - Support/elaboration is attempted, but few major points, events, or elements are elaborated. Little of the elaboration is precise or clear. Some may be inaccurate. The support may be redundant.

1 - There is little or no support. Support is very confusing or at the same level of generality as the point it is intended to develop or describe. There may be many inaccuracies or questionable generalizations.

ORGANIZATION

This feature examines whether the composition exhibits a clear general discourse structure or plan of development and whether the internal sequencing is logical. The essay's organization has a "vertical" (coherence) dimension evidenced by the use of paragraphing and transitions to signal the relationship of points to the main idea. There is a clear rationale for the order of paragraphs and points made. The essay's organization also has a "horizontal" (cohesion) dimension evidenced by the connection of one sentence to the next. Fully developed essays will use paragraphs and transitions to signal the plan or text structure. They will also use connectors, i.e., pronouns, demonstratives, definite articles, conjunctions, sentence structures, repetitions of words and synonyms to cue horizontal relationships.

Less well-developed papers will fail to use paragraphing* or will use it inappropriately. These papers may also use few cohesive ties or transitions to cue the logical relationships. Some weak papers may have digressions, or the train of thought may resemble stream of consciousness or free associations.

The "vertical" text structure of the expository essays tends to include an introduction of general main points, a body of supporting subtopics which conform to some discernible plan of order, and a general conclusion. The ordering and clustering of subtopics within the body may vary (e.g., simple enumeration, class or type, cause/effect, chronology, similarities, differences, etc.).

6 - The essay plan is very evident. The plan is signaled by the division of major points into distinct paragraphs.* The plan is also signaled by use of transitions and cohesive ties.

5 - The plan is clear. Many major points are separated into paragraphs* and signaled by transitions and cohesive ties. All points are logically developed and related to each other. There may be a minor digression and/or gap, but no major one.

4 - The plan is clear. Some major points are signaled by transitions and developed into paragraphs.* Most points are logical. There may be a few minor digressions or gaps, but no major ones.

3 - The plan is noticeable, but the reader must infer it. It may be incomplete. There may be some inappropriate paragraphing, e.g., one-sentence paragrahs or an unindented one-paragraph essay. Only some major points are signaled by transitions. There are some logically connected points. There may be some major digressions or gaps. There may be excessive and/or irrelevant elaboration.

2 - A plan is attempted, but the reader must work very hard to infer it. There are few or no transitions signaling major points. There are few logically sequenced points. Inappropriate paragraphing.

1 - There is no evidence of a plan. Almost no points are logically related.

*A well-developed one-paragraph essay could receive a "4," "5," or "6." Papers using single-sentence paragraphs which function as an introduction or conclusion are not automatically a "3."

FOLLOW DIRECTIONS

This feature solely identifies whether the essay answers all aspects of the assigned question.

(Note: The score of "-" will signal that the essay is not written on the given topic. All features should be scored independently regardless of whether the essay addresses the topic or not. A "-" on Follow Directions does not signal an automatic 3 or below in the Integration Score.)

\+ The essay is written on the given topic.

\- The essay is not written on the given assignment.

CONVENTIONS

Evaluations of the composition's use of conventions should weigh how seriously errors interfere with communication. A major error, such as a run-on sentence or a sentence fragment, makes it difficult to understand the writer's message. A statement such as, "Tomorrow, I went to the store," also confuses the reader by obligating him to decipher which time context--future or present--the writer actually intends. By contrast, a minor error does not seriously interfere with the writer's message. In the example, "He going to the store now," the message is clear, but the grammar is incorrect. An overabundance of minor errors, however, may seriously detract from the reader's understanding. The intent in this element is to evaluate errors in relation to how much they interfere with the writer's effectiveness in communicating, rather than attempt to assign different values to the myriad of possible grammatical and mechanical errors that can occur.

This six-point scale is suggested for classroom use.*

6 - There are few or no minor errors. There are no major errors.

5 - There may be a few minor errors, but no more than one major error.

4 - There are some minor errors, a few major errors.

3 - There are numerous minor errors and some major errors. Sentence construction is below mastery.

2 - There are many major errors, causing some confusion.

1 - Errors are so numerous and serious that they interfere with communication.

*The state assessment will be scored as adequate (+) or inadequate (-).

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CONVENTION ERRORS

	MAJOR	MINOR
Sentence Construction	. Subject/verb agreement . Run-on . Fragment . Omitted words that interfere	. Incorrect use of connectors between clauses . Omitted words that don't interfere
Usage	. Incorrect use of common words . Incorrect pronoun reference . Confusing tense shifts	. Awkward or odd use of words/phrases, but meaning still clear . Homonyms - its/it's, their/there, to/two/too . Incorrect pronoun usage
Spelling	. Misspelled common words (counted only once)	. Unusual, less frequent words
Punctuation/ Capitalization	. Initial caps (not to include run-ons) . Common/proper nouns . Ending punctuation . Apostrophes	. Periods for abbreviations . Commas in a series, for opening phrases or clauses
Paragraph Format	. Titles used to delineate paragraph . Paragraphs are numbered . Inconsistency of separation convention (either block or indented)	. (Lack of correct paragraph separation is an organization error.)

INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE
Expository Guide

INTEGRATION

The purpose of this rating is to form a general evaluation of how clearly the composition achieves the informative purpose of the assigned task. This holistic rating assumes that the effectiveness of the essay depends upon the skill with which the student orchestrated the fundamental features to complete the assignment. The judgment is limited to the combination of the features and does not include contributions of other factors such as humor or originality. However, the judgment is not simply an arithmetic average of the features. It reflects the view that the composition is a total work, that the whole is greater than the sum of the parts.

This "focused" holistic judgment is not the reader's reaction to the work as art; it is the reader's reaction to the work as craft--how adequately the work achieves the informative purpose. To arrive at the judgment, raters read the paper through from beginning to end thinking, "Does this composition address the essay assignment clearly, coherently, and in standard English?"

6 - A very well-developed expository composition. Each feature is evident in use. There is a clear focus, lines of reasoning are identified and coherently and fully developed throughout the essay. The essay stands alone.

5 - A well-formed expository composition, but all the elements are not equally well developed throughout the essay.

4 - A basically, adequately formed expository composition. The essay is simple, informative and clear, presenting nothing more than essentials.

3 - A partially developed composition. Some of the elements are not sufficiently formed, but all are present. Inferencing is often required of the reader.

2 - The composition attempts to address the assignment, but only the rudiments of techniques for forming focus, organization, and support can be detected. There is often some confusion or disjointedness.

1 - The composition does not fulfill the assignment because it does not deal with the topic, does not use an appropriate text structure, or does not present most or all of the features.

Papers rated "3" or below on any feature (except Use of Information) must receive a "3" or below on Integration.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT G: "PIONEER FOOD AND TODAY'S FOOD" A Passage-Based Assignment

The complete text of the prompt is listed in Appendix D.

The intent of the assignment is to test the students' ability to write an expository essay. The prompt asks students to write an essay for the social studies teacher which compares food on the frontier and food today. (Differences and similarities were accepted.) Students are to state clearly what they are comparing and give several reasons and/or examples for the differences.

Integration	Fully developed essays will state that the student is comparing pioneer food and food of today and will specify major dimensions or categories of the comparison. The paper must have related opening and closing statements. The comparisons of food must be supported with balanced descriptions, examples, and/or reasons for each kind of food. A well-organized paper will be paragraphed with transitions and cohesive ties between paragraphs and sentences with no digressions in logic.
Focus	The most fully focused paper will announce that the writer is comparing pioneer foods and today's food. It will specifically state the major points and/or categories of comparison and develop them. There will be an opening and closing which will be related. An adequately focused paper may state that a comparison will be made or the main idea may be prompt-dependent. Also, there may not be both an opening and closing, but the closing may not contradict the opening.
Information from Passage	For passage-based assignments, the fully developed paper will use most of the information provided in a specific way with no problems in credibility. A low score in this element will not lower the integration score of the paper.
Support	In supporting the differences between the foods, the writer must develop the major categories of comparison by using examples and/or reasons for the differences which go beyond the passage material. The support must be accurate or credible.
Organization	Well-organized papers have a clear structural plan. There is a logical sequence of points with transitions and paragraphing. A variety of cohesive devices tie the sentences together.
Follow Directions	A score of "+" indicates the writer is following directions. A score of "-" indicates the paper is not answering the question.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE WITH PROMPT H: "EARTH AND MOON"
A Passage-Based Prompt

The complete text of the prompt is listed in Appendix D.

The intent of the assignment is to test the students' ability to write an expository essay. Students are asked to write a report comparing the earth and the moon. They may use all or some of the facts listed, and they may add any facts which they remember from their own experience. Students are asked to organize their ideas, state what they are comparing, give reasons and examples, and to use language appropriate for their science teacher.

Integration	A well-developed paper will state the categories or dimensions to be compared and then develop them. There will be detailed, balanced support. Good organization will include an introduction and a conclusion with appropriate paragraphing and transitions. The amount of information used from the passage will not affect the overall score if the paper fully develops the comparison using other background knowledge.
Focus	The ideal focus will announce each major category/dimension to be compared and then proceed to do just that. The conclusion will be related to the introduction. An adequate paper will announce that comparisons will be made, or the main idea may be prompt-dependent. Although there may not be both an opening and closing, the conclusion may not contradict.
Information from Passage	Use of a great deal of specific and correct information from the passage is described by a "5" or "6." The use of a small amount of information from the passage will not lower the Integration score if the paper provides enough information from other sources to develop the comparison.
Support	A high score in support would be the result of developing the major categories of comparison and using examples and reasons which go further than the information from the passage. An adequate paper may list support, use general statements, and have some minor problems in accuracy.
Organization	A high score in organization would result if there is a clear plan which includes paragraph construction that progresses logically and includes the use of transitions without any deviation from the main idea. Logic is where the horizontal dimension of one sentence connects with another. Adequate organization may have minor gaps or digressions.
Follow Directions	A "+" indicates the essay is on the assignment and a "-" indicates it is not.

USE OF THE INTEGRATED PROFILE ANALYSIS GUIDE
WITH PROMPT I, "SPECIAL PLACE"
An Experience-Based Prompt

The complete text of the prompt is listed in Appendix D.

The intent of this assignment is to test students' abilities to write an informative essay. Students are asked to describe a special place where they would like to be and explain why they would like to be there. Students are asked to choose one place.

Integration	Fully developed papers will identify a place, describe its physical features, what the students like to do in the place and why it is special to them. Writers may enumerate their series of points or recount enjoyable experiences.
Focus	The essay is unified by a description of a single place. The place is identified and its significance to the students is stated. These statements appear together in an introduction and/or conclusion.
Support/ Elaboration	Description of the place will include a range of visual details to help the reader imagine the place. The writer may also describe activities and explain why they are particularly enjoyable. Less-developed essays may name a place and list a set of activities without elaborating upon unique features of the place or explaining why it is so special. Better papers will balance explanations of feelings/impressions with details about the place.
Organization	The most likely text structure will develop unique features of the place by enumerating them. Another possible structure is to name the place and interweave descriptive details within a narration of a series of pleasurable activities. Better organized essays will also include emotional reactions throughout, rather than tacking the description of impressions at the end. Transitions and paragraphing will signal major features or component activities.
Follow Directions	The paper must describe the place <u>and</u> explicitly state <u>why</u> it is so special. Descriptions of just the place receive a score of "-" and are then scored for how well they do describe the place.

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INTEGRATED HOLISTIC/ANALYTIC RATING GUIDE
EXPOSITORY

	FEATURES	1 (Low)	2	3	4	5	6 (High)
INTEGRATION		Undeveloped/very confusingly integrated.	Somewhat developed/attempted, but not integrated.	Features partially developed/unevenly integrated.	Features adequately developed/ "Bare Bones". All features present and integrated. Essay may stand alone.	Features reasonably well developed and integrated. Essay must stand alone.	All features fully developed and integrated. Essay must stand alone.
FOCUS	Topic:	Subject unclear.	Clear	Clear	Clear	Clear	Clear
	Main point/ Thesis:	None/very confusing.	Unclear/may be more than one.	Can infer, but must be inferred.	Stated/May be prompt dependent	Stated	Stated
	Identification of Points:			Opening or closing may develop more or less than announced.	Opening and closing may relate/ do not contradict/ do not have to have both.	General description of key points. Opening and closing relate. Some type of closing.	Key points specified. Opening and closing effectively relate.
INFORMATION FROM PASSAGE	Amount:	None	A little	Some, but uneven	Some, even	Much	Almost all
	Specificity:	General, vague	Mostly general/ some vague	Much general/ a few specific	Some specific Some general	Much specific	Almost all specific
	Credibility:	Lots inaccurate/ questionable	Some inaccurate/ questionable	Mostly inaccurate	May be a minor question	No problem	No problem
SUPPORT/ ELABORATION	Amount:	Little or no supporting points	A few major points	Some major points/ subtopics	Minimally sufficient major subtopics, points, proofs of point(s).	Sufficient	Sufficient/ thorough
	Depth/ Specificity:	General/vague/ redundant	Attempts some further development	Further develops some, or may be a list	Further develops/ second order, some general.	Most further elaborated/second order	Almost all further elaborated
	Accuracy:	Much may be inaccurate/ questionable	May be some questionable claims/ inaccuracy	May be questionable	May be a minor problem, some general statements.	No problems	No problems

EXPOSITORY

	FEATURES	1 (Low)	2	3	4	5	6 (High)
ORGANIZATION	Text Structure:	No plan	Attempted	Noticeable/can infer	Clear	Clear	Clear
	Signals:		Few or no transitions	Uneven use of transitions/ties, some paragraphing inapproriate.	Many transitions/ appropriate paragraphs.	Apropriate paragraphs/many transitions.	Appropriate paragraphs/transitions between paragraphs and sentences.
	Logic:	Much confusion	A few logically sequenced sub-topics/points, some confusion.	Some logically sequenced/may be major digression/ excessive elaboration.	Most events logically sequenced. May be a minor gap. May be a minor digression.	All logical/ one minor digression permitted.	All/no digression
FOLLOW DIRECTIONS	Topic:	Not on Assignment	Minus			Plus	
	Discourse Structure:	Not on Assignment Summarizes passage information					
	A minus on Follow Directions will not jeopardize the integration score.						
CONVENTIONS		*Many minor errors *Many major errors *Very confusing *Difficult to read	*Many minor errors *Many major errors *Confusion	*Some minor errors *Some major errors *May be some confusion	*Few minor errors *Few major errors	*Few minor errors *One major error	*One or two minor errors *No major errors

CONVENTIONS KEY[1]

	Sentence Construction	Usage	Spelling	Punctuation/Capitalization	Paragraph Format
MAJOR ERRORS	*Subject/verb agreement *Run-on *Fragment *Omitted words that interfere	*Incorrect use of common words *Incorrect pronoun reference *Confusing tense shifts	*Misspelled common words (counted only once)	*Initial caps (not to include run-ons) *Common proper nouns *Ending punctuation *Apostrophes	*Titles used to delineate paragraph *Paragraphs are numbered *Inconsistency of separation convention (either block or indented)
MINOR ERRORS	*Incorrect use of connectors between clauses *Omitted words that don't interfere	*Awkward or odd use of words/phrases, but meaning still clear *Homonyms - its/it's, their/there, to/two/too *Incorrect pronoun usage	*Unusual, less frequent words	*Periods for abbreviations *Commas in a series, for opening phrases or clauses	*(Lack of correct paragraph separation is an organization error.)

[1] Errors in conventions which could be classified in more than one category should be counted only once (no double jeopardy). For example, run-ons count only as sentence construction errors and not as punctuation errors too. If the same word is repeatedly misspelled or misused, it counts only as a single error.

IDEAS FOR THE CLASSROOM

Do's and Don'ts
How to Teach Development Features of Writing within Essay Assignments
Group Writing
How to write prompts

Ideas for the Classroom
(A Practical Guide for Teachers from Teachers)

Classroom teachers have successfully used the techniques in this section to teach the features of writing to students. The Appendix contains a separate section on writing style (used in Toronto, Canada) which secondary teachers may find especially useful.

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I. Do's and Don'ts

A. Features of Writing
B. Rating (Evaluation)

II. How to Teach Development Features of Writing within Essay Assignments

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B. Support/Elaboration
C. Organization
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A. Guidelines

1. Elements of a Good Prompt
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A. How to Assess Writing Style
B. Rating Scoresheet Sample

I. DO'S AND DON'TS

A. Features of Writing

Teach students the definitions and give examples of the features. Be sure they are shown as components within complete essays. For younger students, teaching and reinforcing only one feature at a time is more effective. When possible, for all ages, evoke images relating to students' own experiences and use visuals or models to illustrate the features, e.g., camera lens for focus, ladder, pyramid for support.

We suggest using the persuasive discourse guide initially for teaching the students how to develop features within their essays. At first, students may feel more comfortable taking a position on a familiar topic because they will be able to draw supporting evidence and examples from their own experiences.

Writing the first paper as a group reduces anxiety and makes students feel more confident in attempting independent writing. Group writing practice in addition to independent writing reinforces attention to the features. Specific suggestions for group writing are included in this handbook.

A high school teacher had success with oral activities even before using any writing techniques. A demonstrative speech by a student telling others how to do something was an excellent way for the teacher to immediately check to see if the student had grasped the features of focus, support, and organization, and their integration. The students could give immediate feedback to each other.

B. Rating (Evaluation)

For initial practice, rating papers as a group is good experience for students. You may use examples of papers from the guide, or you may want to use papers written by your students. One teacher gives a writing assignment before teaching students about the features and their integration. She chooses a few student papers to be duplicated or put on transparencies. As the class is taught a description of a feature, each sample student paper is checked by the class for that particular feature. For younger students, it may be advisable to work with them on developing only one feature within their essays at a time.

Immediate and specific feedback is most effective. Once a teacher has become familiar with a rating guide (the one used in this handbook or one the teacher has developed), rating can be done very quickly. Students can help, too. One high school teacher arranges her students in groups, and each group rates papers from other groups. With the teacher monitoring closely, this is a successful way to give immediate feedback.

REMEMBER: Rating is NOT grading. It is used so that the teacher can determine the general quality of the essay (integration) and which features of writing a student may need to improve. A rating guide as simple as a checklist for the features on a dittoed list or as sophisticated as a numerical rating with comments beside the features may be used. If a teacher wishes to give a grade, the teacher may devise a method of doing so. For your convenience a sample of a rating scoresheet is included in the Appendix. Adapt it to fit your teaching system.

II. HOW TO TEACH BASIC FEATURES OF WRITING

In addition to the descriptions of features in the guide, you may wish to use some of the following ideas.

A. Focus

Compare the focus to a camera. You have to focus it to get an image. Actually demonstrate this by using a filmstrip projector. Deliberately have it out of focus; then focus it to get a clear picture. Remind students that you have to focus movie projectors also.

Tell the students, "When you write, you should choose a subject and keep a clear focus. That is, take a side or point of view and stick to it all the way through your paper so that the reader will know exactly where you stand."

B. Support/Elaboration

Draw on the chalkboard or show a picture of a house with a foundation and frame. "A builder needs to plan a good foundation and strong framework to hold up a house. When you write, you need good, strong reasons to hold up or support your focus.

After a basic house is built, then a builder puts on the extras to complete the house and make it different from other houses. He may use a certain kind of trim, put on shutters, paint the house, and put lots of different things such as lighting fixtures and kitchen cabinets inside the house. When you write, you need to elaborate. You should use extra explanations for your support (reasons) to add to the whole picture of your paper and make people understand your reasons better."

C. Organization

These are ideas for fundamentals of organization. More advanced instruction would include training in the use of transitions. Tell the students, "When you write, you need to organize or put your ideas and thoughts in order. Two basic ways to do this are

1. Horizontal, or side-by-side. You will put your support sentences (reasons) and elaborations (explanations of reasons) together in groups or paragraphs. The sentences in a paragraph should all relate to one idea.

2. Vertical, or ladder order. Your ladder has a beginning and an end, and one rung comes after another. All of your paragraphs, the 'rungs' of the ladder, should hang together to support your focus. The sides of the ladder represent your focus which helps your ladder rungs stay in place.

   Just as your ladder has a beginning and an end and one rung comes after another in order, your paper should have a beginning and an end. The paragraphs should be in an order that makes sense." Remind students that correct paragraphing is part of organization.

D. Conventions (Mechanics)

We feel that conventions are only one of several features of writing. For state evaluation purposes, we score it using an overall rating of a plus or minus. For classroom instruction, however, the teacher may want to use a more specific set of features. The specific convention skills rated are listed in detail in the guide and are summarized on the rating scoresheet sample.

III. GROUP WRITING

At this point, the class will have learned about some of the basic features of effective writing and will be ready to try group writing. Please note that this lesson may take several sessions. It is important to take as long as you need.

A. Give the students a topic. Practice session topics should relate to students' own experiences. An example is, "Your parents have decided you should not chew gum because it is a waste of money, is unhealthy, and adds to litter. Take the position that you disagree with your parents and are trying to convince them they should change their minds."

B. Emphasize to the students that they should respond to all of the reasons given by the parents.

C. Write on the chalkboard the reasons (support) suggested by the students. List as many as they can think of. You might want to end the lesson here and leave the list on the board or have a student copy it for you.

D. Help the students pick out the "strong" support. This is a good time to teach the difference between reasons that are specific and credible and those that are too general and don't really say anything or are of questionable credibility. This helps students distinguish strong logical reasons and evidence (facts, first-hand observations, agreement, warranted generalizations) from weak reasons (personal opinion, broad generalizations, few observations, hearsay, propaganda). An example of a vague opinion: "Chewing gum is good for you." (Ask, "What do you mean by 'good'?") Example, specific: "Chewing gum helps clean your teeth and exercises you gums." (This is stronger support because it is specific.) An example of elaboration would be explanations of how chewing gum cleans teeth and exercises gums. This might also be a good place to end a lesson.

E. After choosing the strongest support, put the reasons into categories. Use the categories, or classifications, as topic sentences.

F. Using the topic sentences and related sentences, write paragraphs suggested by the students on the chalkboard. Use this as an opportunity for modeling how to revise. This will show the students that revising is not just recopying and that revision goes on throughout the composing process, not just after a draft has been completed. Ask questions such as, "This sounds questionable or awkward. What could we do to fix it? How could we make it more convincing, sound nicer, smoother, etc.?" Always refer back to the focus and ask, "Are we still clear on our position? Do we elaborate or explain clearly? If we're 'fuzzy,' we need to change this to get it back in focus. Do the sentences in this paragraph all relate to each other? Do they talk about one idea?"

A fun activity is "round-robin" writing. Individual students or groups of students could each add one sentence to a paragraph, or one group could give reasons (support) and another group could elaborate. If possible, give each student a finished final copy of the group paper to keep as a reference.

IV. HOW TO WRITE PROMPTS (Writing Assignments)

Designing the writing assignment or prompt is crucial to the writing and assessment process. A prompt is a statement or group of statements about a specific topic, constructed by the teacher to motivate the students' thinking processes and to elicit the best writing on that topic. A prompt specifies the purpose, topic (general or specific) and audience. The purpose usually calls for a few methods of development typical of that discourse structure or genre: persuasive, expository, narrative, or descriptive.

A. Guidelines

1. Elements of a Good Prompt

a. Clear directions:

The directions to the students should be given in small, clear, sequential steps. Because the writing time is limited, the teacher should be sure all students understand the directions before they write.

b. Specific information:

A good writing prompt should be as specific as possible. Asking a student to describe a favorite place may be too vague for many students although the purpose is clear. A more specific topic will help the student focus on the task. For example:

Imagine you are in your own house. In your mind, walk slowly through your home until you find your favorite place. Stop and look around. Notice the colors and the textures. What can you see and hear and smell? How does it feel in this "favorite spot"?

The writing assignment's purpose, topic and audience might then be given as follows:

Write an essay for a school composition contest in which you describe a special place in your home and explain why you like to be in this place.

c. An established audience:

People write in a different tone or style if they are writing to their friend or to their clergyman. Establishing the audience for the students will help them write more effectively.

d. Criteria for evaluation:

Establish the criteria for evaluation clearly before the students write. Give each student a sheet containing the assignment and the evaluation criteria at his/her desk, or write it on the chalkboard. For example, using the descriptive essay in which the student is asked to write about his/her favorite place, the evaluation reminders could relate the features of the guide to the assignment.

Take a few minutes to plan your essay on the scratch paper provided. Since your essay will be evaluated on these points, be sure to:

1) Focus on one place only.
2) Give several concrete and specific details to describe your place. (support/elaboration)
3) Describe how your favorite spot sounds, feels, looks, or smells. (support/elaboration)
4) Tell why this spot is so special to you. Be specific, not vague. (support/elaboration)
5) Organize your ideas carefully. Use standard paragraph form or block form. Remember to use transitional phrases when you start a new paragraph.
6) Use language appropriate for a composition contest.
7) Check for correct sentences, punctuation, and spelling.

2. Checklist for Writing Prompts

a. Help students draw upon sufficient background about a topic.

b. Make the topic relevant to the student's age or grade level.

c. Use a topic that is interesting for the student to write about as well as for the scorer to read.

d. Write clear prompt statements which do not invite wildly varying interpretations. The purpose, topic and audience should be clear.

e. The prompt may include necessary topic information (pictures, selections from other sources) as part of the actual prompt.

f. Use the prompt format which is expected from students. Use essay format (indent, no lists, etc.)

g. The writing assignment should state clearly what the student is to do.

h. List specific points students are expected to address in the writing assignment.

i. The assignment may include a revision checklist such as "Be sure you focus by stating your position or main idea."

j. Allow enough time for students to plan, outline, write, and revise.

B. Types and Models of Prompts

Prompts are used by the ISBE for assessment of students' writing abilities. The state office uses three types of writing for this assessment: persuasive, narrative, and expository. All writing assignments given to the students are referred to as essays (short writing assignments).

1. Persuasive

This type of writing attempts to convince the reader that a point of view is valid or to persuade the reader to take a specific action. Persuasive essays should be developed around a limited topic that is debatable and meaningful or important. (Personal preferences are usually not acceptable.) The issue should be one to which students can bring specific evidence and warranted generalization, not just personal opinion or broad generalization. Following are examples:

a. Your parents have finally agreed to talk about whether or not you may have a pet for your birthday. Write an essay to convince your parents that a pet would be good for you and your family. Also, convince them that you are willing to take care of the pet. You should:

1) State the kind of pet you want.
2) Give reasons to have the pet.
3) Use examples of how a pet can be beneficial to you and your family.
4) Use examples to explain how you would help take care of a pet.

b. The School Board president has decided that more students would eat better meals, would eat at their school, and would be happier if the schools turned their cafeterias over to McDonald's Corporation. Do you agree or disagree with this position? Write an essay to the School Board and explain your position. You should:

1) Decide whether you agree or disagree with this idea.
2) Choose only <u>one</u> position to support.
3) Use specific examples and evidence to support your position.
4) Explain how McDonald's foods or cafeteria foods may be helpful or harmful to students.
5) Explain why the students may or may not be happier with food from McDonald's.

c. Your principal has decided to extend the school day for one hour. Since the Board of Education has increased the number of subjects students must know about, the principal feels that the only way the students can learn all they need to know is to make the day longer. Do you agree or disagree with making the school day longer? Write an essay to the principal and explain your answer. You should:

1) Decide whether you agree or disagree.
2) Give several reasons why you agree or disagree.
3) Explain how lengthening the school day could help or hurt learning more.
4) Use specific examples and evidence to support your position.

d. The teachers feel that new students are not made to feel welcome in your school. Think of ways this problem could be solved. What can be done to make them feel part of your school? Write an essay for your teacher in which you:

1) Describe the problems new students might have.
2) Explain how you feel the problem can be solved.
3) Use concrete/specific examples when you describe your solution.
4) Explain how this will help new students feel welcome in your school.

e. A leading doctor has published a research paper which claims that all students should be in bed by 8:00 p.m. (elementary) and 10:00 p.m. (secondary) in order for them to learn well in school. He suggests that all TV's should be off and all lights turned out by this hour so that students get a full night's rest. Your parents are considering doing what the doctor suggests.

Do you agree or disagree with the doctor? Write an essay for your parents and explain your position. You should:

1) Decide if you agree or disagree with the doctor.
2) Use examples and evidence to support your position.
3) Explain how your position would be helpful or harmful to most students your age.

2. Narrative

This type of writing asks students to tell a story or describe a series of events. Narrative essays are almost always arranged in chronological order. Narrative essays may be written as a personal narrative in which the author tells about something experienced. Some examples are:

a. Think about your best Christmas holiday. Remember the presents you received and the family members who shared the holiday with you. Your school newspaper is going to print the best holiday essays. Write an essay for the newspaper to tell about your best Christmas holiday.

1) Name the event and why it was so special.
2) Give a step-by-step account of your best Christmas.
3) Tell about the excitement you felt that Christmas.
4) Describe some of the people who were there and the presents you received.
5) Tell about the sights and sounds connected with Christmas.
6) Use language which is appropriate for the teachers who will judge the essay contest.

b. Think about getting ready for school. Think of the specific steps you go through when you get dressed, when you eat, and when you leave for school.

A student from a foreign country has asked about American students and schools. Your teacher has asked you to explain how you get ready for school so that the information may be included in a folder about American customs.

1) State the purpose of your composition.
2) Tell about your early morning in specific step-by-step detail.
3) Tell how you felt as you got ready for school.
4) Tell about the people who were involved while you got ready for school.
5) Tell <u>how</u> you got to school.

c. Think about how you spend Saturdays during the school year. Pick out one particularly good Saturday and explain exactly what you did that day.

The Recreation Department is putting together a book of leisure time activities. You have been asked to include an essay about your best Saturday.

1) Name the Saturday and why it was best.
2) Tell about your Saturday in the order it happened.
3) Explain in detail what happened or why it happened.
4) Explain how you felt on your special Saturday.

d. Think about the last time you cleaned your own room. Recently your mother has asked that you help with the rest of the house, as well as your own room.

Your grandmother has agreed to send you on a great vacation if you agree to help with the cleaning of your home. You must write to her with a detailed description of how you will clean your room, as well as help with the rest of the house.

1) Do not write a letter to your grandmother. This is to be an essay which explains the cleaning procedures you will use. Open with the purpose and topic of your essay.
2) Think about the cleaning materials you will use as you clean the furniture, the floors, the windows, and change the beds.
3) Tell how you will feel as you help with the cleaning.
4) Tell about the other housecleaning jobs you will do to help.

e. Think about eating in the cafeteria. Remember the steps you go through when you either eat the school lunch or bring your own.

The principal has decided that the cafeteria system must be improved. The principal has asked the students to describe their cafeteria experiences so that she/he may review the process and improve the system.

1) State your purpose and topic.
2) Explain in a step-by-step process how you eat at school.
3) Tell how you bring your lunch or use the cafeteria.
4) Tell about the food offered at the cafeteria and how you feel about it.
5) Make sure there are sufficient details to help the principal make helpful changes.

3. Expository

This type of writing asks students to give information, explain something, or define the meaning of something. Expository essays may be developed with facts and statistics, examples, cause and effect, and/or definitions. Usually, the expository essay is unemotional and written in the third person.

a. A large pet food company is offering a year's supply of pet food for the essay that best explains how to take care of a pet at home. You are entering the essay contest on "The Care of a Pet." It must be written so that it can be included in a book entitled Pet Facts.

1) State your purpose and topic.
2) Tell people how to care for their pets.
3) Explain pet grooming (brushing, bathing, etc.).
4) Explain how pets are to be fed and housed.
5) Explain how pets need exercise and a clean place to run.
6) Be sure to write your essay so that it will fit into the book.

b. Remember the last time you were angry. Think about what happened and how you reacted. Write a descriptive essay for your school magazine that is publishing an issue on "Anger." Use words that create the feelings, sights, and sounds that occurred at that time.

1) State your purpose and topic.
2) Describe exactly what happened to make you angry.
3) Describe the people/persons/events that caused your anger.
4) Describe how you felt, what you saw, what you heard, and what you did.

c. Think about how television can benefit your school. Your principal has decided that students in your school may write and produce television programs for other classrooms. Write an essay for the school newspaper about how a television program can be produced by your classroom.

1) State your purpose and topic.
2) Describe the benefits of producing a television program.
3) Explain how the students would write and produce the program.
4) Explain how outside people might also help in producing the television program.

d. Transportation is a necessary part of modern life, but many countries do not have cars to use as we do in this country. Write an essay that explains how the car is used by American families. Explain how it is used for business, for pleasure, and for emergencies. Your essay will be used in a new social studies book that will be sent to students in a remote Chinese village.

1) Open with your purpose and topic. Do not write a letter.
2) Include facts about driving (traffic, police, license, etc.).
3) Put in examples of how the car can be used for many purposes.
4) Include enough details so that the Chinese people will better understand our use of the car.

e. Families who live in the country are used to open spaces, trees and grass, fields of corn and wheat, and many different animals. City families have buildings, trucks and buses, playgrounds, and many different kinds of people.

Write an essay about the differences between city and country living for a group of city students who are going to spend a week on a farm.

1) State your purpose and topic.
2) Explain the differences between city and country living.
3) Give reasons for these differences.
4) Use specific examples to show how these living styles are different.

C. Topics for Writing Your Own Prompts

1. General - all grades

Following are some ideas for prompts which may be adapted to your students. Please remember that good prompts must be as specific as possible, telling the student exactly what is required. Refer to the section on "Writing Prompts." The suggestions below are merely topics and do not give guidelines (time allotment, number of paragraphs or points, etc.).

a. The principal of your school has forbidden students to bring soda in their sack lunches because soda is unhealthy (too much sugar, too many calories) and because it adds a form of trash which cannot be burned but must be disposed of in a special way. Take and support a position either for or against this school rule.

b. In your school, detentions are given if assigned work is not completed and/or turned in on time. You do not have today's math assignment finished. Explain to your teacher why you should not be given a detention for this.

c. Your family visits your grandmother every Sunday afternoon because she does not drive, lives alone, and is 85 years old. Should you be required to go with your family?

d. You do not receive an allowance but really want one. Explain to your parents why you are old enough and responsible enough to have an allowance.

e. You are a parent. Your child has asked for permission to go to the movies with a friend you think is a bad influence. You refuse to let your child go. Explain why.

f. Your parents have told you that you must do your homework when you first get home from school. Do you agree or disagree? Explain why.

g. Your best friend has called and suggested that the two of you go to a movie in the afternoon, but you would rather go swimming. Write a paper convincing your friend that it would be better to go swimming.

h. You have just moved to a new town, and you have returned home from your first day at your new school. Your parents have asked you what it was like. Write a paper describing your first day (or write a paper comparing your old school with your new school).

i. Think of a person that you like and admire very much. Write a paper describing this person so well that everyone will understand why he or she is important to you. Tell as much about the person as you possibly can.

j. Some people say that smoking marijuana is not harmful and should not be against the law. Agree or disagree and explain why.

k. Which makes a better pet, a dog or a cat? Explain why.

l. Your principal has said that wearing shorts to school will not be allowed because some students wear them when it's too cold, some wear raggedy cutoffs, and it gives students the attitude that they come to school for recreation instead of learning. Agree or disagree and explain why.

m. Your parents say you should be in bed by eight o'clock on a school night. Write a paper convincing them you should stay up later.

n. Some high school students at your school say that since teachers are allowed to smoke cigarettes on their breaks, the students should have the same privilege. Explain why you agree or disagree.

o. Your textbook says that the North had more advantages than the South during the Civil War. Describe the advantages each side had and explain why they were advantages.

p. Compare mammals with insects and give examples of how each group is adapted to its environment.

2. Literature - secondary grades

a. Persuasive

1) Position:

a) Convince someone that a literary work is dull.
b) Choose the speech from a play which best sums up a character and tell how/why it does so.
c) Attack or defend an author's viewpoint in an essay.
d) Explain why a literary work is good or bad.

2) Problem/Solution:

a) Provide a different solution to a problem which a character has.
b) Deal with the problem(s) an author has in a work and the way he solves it/them (e.g., coincidence as a solution, author intrusion).

b. Narrative

1) Tell about the plot in the story from the perspective of different characters.
2) Write an autobiographical or newspaper account of an event in a character's life.
3) Write a prose account of a poem.
4) Write a narrative of a plot without the citing incident.
5) Change the ending of a literary work to reverse the mood (happy to sad, etc.).
6) Tell about an event you saw happen.

c. Expository

1) Compare/Contrast:

a) Plots, characters, settings from different stories.
b) The development of the same theme in different stories, poems, etc.
c) A parody and the work on which it is based.
d) A television or movie version of a work with its written counterpart.
e) Stock characters in similar works.
f) Values, beliefs, and prejudices in literary works.
g) The way literary elements are used in literary works.

2) Description:

a) Describe the speaker in a poem.
b) Describe a character in a literary work.
c) Describe the tone in a poem, and tell how it is accomplished.
d) Tell how the author uses literary elements to develop/reveal theme.
e) Tell how irony contributes to the humor of a story.
f) Describe how the sensory words create imagery in a poem.
g) Tell how a literary work is typical of its type, e.g., how a medieval romance contains the elements typical to all medieval romances, how a work of an American Romantic uses the elements typical to his/her fellow authors and their works.

V. Appendix

A. How to Assess Writing Style

Style was not one of the elements considered in the ISBE assessment. Style may or may not be directly evaluated by the classroom teacher, depending largely on the sophistication of the writing to be evaluated. The following scale and description may be helpful in such an evaluation. It is adapted from the O.A.C. English examination for the Carlton Board, Ottawa Provincial Exam, Ontario, Canada.

This feature evaluates the quality of the student's style and expression and assesses the degree of maturity and appropriateness therein. It is assumed that the essay will be expressed in formal, contemporary English.

Specifically, this feature is concerned with choice of diction, variety of sentence structures, and use of literary devices. The greater the sophistication employed in the use of these categories, the more successful the paper will be judged.

Exceptional Command	-	The paper not only will reveal a superior knowledge of English vocabulary, but also will attempt to be as original or innovative as possible. There should be evidence of the grasp of more complex sentence structures such as the antithetical and the periodic.
Above Average	-	A wider than average range of vocabulary should be revealed. Considerable variety of basic sentence forms with occasional use of more sophisticated forms.
Standard Command	-	A conventional but appropriate choice of diction. Some variety of basic sentence forms, including the complex sentence.
Developing or Partial Command	-	General use of familiar vocabulary, occasionally used in an inaccurate or invalid fashion. Sentence structure simple with little evidence of specific literary devices.
Beginning Awareness	-	Limited and generally informal diction with occasional use of slang. Excessive use of simple sentences.
Absent or Unacceptable	-	Many inaccurate choices of diction (e.g., malapropisms). Exclusive use of simple sentences.

B. Rating Scoresheet Sample

Absent/ Unacceptable 1	Attempted 2	Partially Developed 3	Adequately Developed 4	Well-Developed 5	Fully Developed 6

INTEGRATION

Focus (unifying idea/event

Support/Elaboration (use of information to explain or illustrate)

Organization (coherence and cohesion)

Conventions* (grammar) inadequate adequate

Follow directions No Yes

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* Mechanical skills below mastery

___ sentence construction
___ usage
___ spelling
___ punctuation & capitalization
___ paragraph format

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How to Assess Writing Style (Continued)

Absent or Unacceptable	Beginning Awareness	Developing or Partial Command	Standard Command	Above Average	Exceptional Command
* Diction limited and/or inaccurate (malapropisms, excessive use of slang)	* Diction limited; many colloquialisms, occasional use of slang	* Diction conventional; imprecise or inappropriate use of words interfering with communication	* Diction conventional; narrow but appropriate range of vocabulary	* Wide range of vocabulary; occasional use of original or unusual words	* Sophisticated range of vocabulary; frequently fresh and innovative in diction
* Exclusive use of simple sentences	* Excessive use of simple sentence; repetitive inter-sentence structure	* Predominant use of simple and compound sentences	* Some variety of basic sentence forms including the complex sentence	* Considerable variety of basic sentence forms; occasional use of more sophisticated forms (e.g. the periodic sentence)	* Great variety of sentence forms, (evidence of parallel, balanced, and/or antithetical sentences) mastery of periodic and topic sentence
	* Imprecise or awkward use of literary devices/ rhetoric	* Imprecise or awkward use of literary devices/ rhetoric	* Conventional but unimaginative use of literary devices/rhetoric	* Original, fresh, graceful prose	* Original, fresh, graceful prose

Adaptations for Speaking and Listening Assessment

Speaking Assessment

An expert panel reviewing the writing assessment model suggests that speaking assessment may parallel writing assessment and that listening assessment may parallel reading assessment (specifically, recorded responses to a standard measurement instrument).

Suggested Rating Features for Speaking

Integration

Specific Features

- Vocal Expression

  Expressiveness (vocal variations to enhance meaning and to express interest/enthusiasm)

  Clarity (distinctiveness of articulation/pronunciation)
  Audibility (volume appropriate to situation)

- Physical Expression

  Eye Contact

  Body Movement (nonverbal behavior suggests involvement and interest in situation as opposed to movements which are distracting/suggest withdrawal from the situation)

- Organization

  Clarity of central idea
  Sequencing and patterning ideas
  Cueing structure (internal summaries and signalling words)

- Support/Elaboration

  Reasoning (showing relationships; synthesizing)
  Illustrating/exemplifying
  Clarifying
  Documenting (providing proof/data/evidence)

- Adaptation (using language appropriate to the situation; responding to situational/interaction demands)

Assessment Form

The speaking assessment form may parallel the Writing Assessment form. Specifically:

- a 6 point "likert-type" scale
- criteria for ratings define increasing levels of skills development

- describe features of speaking that distinguish incomplete or partially formed features (scores of 1-3) from those that are more fully developed (scores of 4-6)
- the basic elements of effective speaking should be found in students' oral communication regardless of age, and, therefore, all students can be rated on the six-point scale.

Assessment Stimuli

The assessment stimuli specifically focus on two communication functions, persuasion and information.

Persuasive speaking

3-4 students could be directed to prepare a panel presentation/discussion on a specific topic.

Topic should be appropriate for grade level

Topics should provide for differing points of view (Writing Prompts A, B, and C could as easily be used for speaking assessment as writing assessment.

Informative speaking

Each students could be directed to prepare a presentation in which they explain/describe a sequence or process to another student, e.g., science experiment, directions to follow. The assessment situation should involve two students in an interview context; one in explaining, the other responding.

Assessment Strategies

Classroom teachers can be trained in the use of the rating form. Observation can be conducted in the actual classroom context.

Specific grade levels can videotape the presentations:

Students enjoy and benefit from self-observation, and

Tapes can be used for external validation purposes

Tapes can be available for "state sampling" purposes

Listening Assessment

Listening assessment has many parallels with the reading assessment (specifically, recorded responses to a standard measurement instrument).

Assessment Elements/Items

- o Message Structure

  Identify internal summaries, signalling words
  Reproduce information sequence
  Predict idea sequence

- o Content

  Identify central purpose/theme
  Identify infer main ideas
  Relate details to main ideas
  Judge adequacy of information

- o Meaning

  Infer from context
  Identify and infer points of view

- o Evaluation

  Identify purposes
  Make judgments about meaning/purposes

Assessment Form

Listening always has both a visual as well as aural component. Tests which utilize audio tapes or oral reading by the test administrator provide a visual context not related to the communicative event being presented. And, although there is a strong relationship between reading and listening, reading materials should be eliminated to the extent possible to reduce bias in favor of the skilled readers. Therefore, it is suggested that the test be administered in the form of a videotape of actual communication events with responses choices presented aurally on the tape itself.

Assessment Stimuli

Separate and distinct stimuli need to be developed for each grade level being assessed. Situations, however, can be standardized across age levels. For example, each of the videotapes could include the following communication events:

A. Peer communication; an argument between two friends
B. Superior-subordinate communication; parent-child, employer-employee, teacher-student conversation
C. Public communication;excerpts from a news broadcast on television, a children's television commericial etc.

It should considered that these may be distinct regional differences that could bias a standardized instrument. It may be necessary to develop regionally-based stimuli using performers with language behaviors common to the region (i.e., tests could be developed through educational service centers).

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Appendix A

Background of the Development of the Scoring Scale

Development of the Illinois Rating Guide

The Illinois rating guide and its relatives, the Center for the Study of Evaluation (CSE) Expository and Narrative Scales, have proceeded through extensive studies of their reliability and validity. The guides were developed, in part, through research conducted by the Writing Assessment Project directed by Dr. Edys Quellmalz at the Center for the Study of Evaluation at the University of California, Los Angeles. Some of the most current versions of the guides were specifically developed for state departments of education and local school districts. The first versions of the expository and narrative scales developed by Smith (1978) and Pitts (1978) included criteria culled from a survey of research and existent rating scales. Each scale yielded high interrater reliability as a result of carefully structured training sessions. The content validity of each scale was verified by language arts committees.

A number of studies have examined the relationship of versions of these rating guides to other measures of writing. Smith (1978) found a correlation of .81 between the sum of ten analytic score categories and general impression evaluations of the same essays. The correlation was lower (.65) between the analytic total and the total of the objective test which had been designed to measure the same essay elements, i.e., main idea, development, paragraph organization, etc.

In a subsequent study, Winters (1978) investigated the relationship of two analytic scoring systems, the CSE Expository Scale I and the Diederich Expository Scale (1961). These rating schemes were also compared to essay evaluations by a general impression system and by t-unit analysis. Winters found high correlations of the CSE Expository Scale I total score with the Diederich total score and with the general impression score (.79-.82). However, she found considerable variability in the accuracy with which each system placed writers into predetermined categories of hign and low writing ability. Also, she observed that the criteria of the Diederich scale and the general impression scale required considerable clarification and interpretation during training. She hypothesized that such vague criteria would be interpreted and applied differently by separately trained groups of raters. Winters also found, though, that the general impression scoring seemed to capture information not tapped by the specific elements of the CSE analytic scale; therefore, she recommended construction of guide combining global and analytic judgments.

In another study of alternative rating guides, Quellmalz, Smith, Winters and Baker (1980) compared scores given to entering college freshman in the University of California system by the CSE Expository Scale, an English Placement Test developed by the Educational Testing Service for the state college system, and the rating criteria used by two of the UC campuses. The correlation of the CSE General Impression score with the EPT holistic essay score was .46. The correlation of the total of the CSE analytic ratings with the EPT score was .56. The relationships of the separate analytic scores to the EPT were much lower. These data and other comparisons in the study were interpreted as evidence that the analytic scores provided information distinct from more global or summary judgments. The data also suggested that alternative rating scales do not judge compositions comparably or place students into mastery/nonmastery categories similarly.

The reason for these differential descriptions of student writing skill is that alternative rating guides often specify different criteria and emphases for essay evaluation. Therefore, studies of concurrent validity are weakened when the criterion measure used to validate a newly developed scale uses criteria and references essay elements different from those on the new scale.

Other studies addressed the utility of different versions of CSE guides for school assessment programs. Quellmalz attempted to examine the relationship between alternative forms of the same scoring criteria in a policy study conducted for the Conejo Valley School District (1981). Two sets of raters were trained to score elementary grade essays with a holistic, global general competence rating and for three analytic elements: coherence, support and mechanics. The first set of raters gave ratings for both the holistic score and the three analytic components. The second set of raters gave only the holistic general competence rating referenced to a composition's use of coherence, support, and mechanics. For nonmastery papers, holistic raters then checked off the particular elements which were the reasons for the nonmastery score. Both sets of raters had high interrater agreement levels (92%).

However, on a subset of papers rated both analytically and holistically, agreement was 78 percent on the General Competence score and 56-75 percent on the other subscales. It seemed that raters giving just a single, holistic score were less precise in using rating guide criteria to document the basis for their global judgment. Furthermore, rating time per paper for the analytic approach required one additional minute per paper, and teachers who received score reports for their classes with some holistic scores only and some combined holistic/analytic versions indicated that they preferred the information provided by the separate analytic scores. The results of this study were interpreted as support for the cost-effectiveness and instructional utility of combined holistic/analytic scoring.

Perhaps the most intensive study of the validity of the CSE analytic subscale content was reported by Quellmalz, Capell, and Chou (1982). They compared essay, paragraph and multiple choice scores for general impression, focus, organization, support, and mechanics. They found that although the subscales were highly intercorrelated in all three response modes, it was possible to fit a factor analysis model that confirmed their separate hypothesized content.

As part of the Connecticut Assessment of Educational Progress (CAEP), students in grades 4, 8, and 11 wrote persuasive and narrative essays. The essays were rated by a holistic procedure, primary trait procedure, and according to approximately fifteen analytic features related to the essay's focus, support/elaboration, organization, and attention to audience. The Connecticut Statewide Mastery Testing program also rates students' essays according to a focused holistic guide referenced to focus, organization, and support/elaboration. Moreover, the essay exam in state teacher credentialing program has incorporated the features of focus, support/elaboration, and organization into the rating guide.

Similarily, the state assessments in Maryland and California have pilot-tested rating guides like the Illinois guide. The recent international study of writing conducted by the International Evaluation of Achievement (IEA) also used a combined holistic/analytic rating approach to assess the essays of students in 12 countries. In all cases, the guides yield acceptable levels of interrater agreement and agreement with prescored check papers, thereby confirming the technical quality of the rating approach and particular features.

Prior to the use of an adaption of the CSE expository guide to encompass expository and persuasive writing, Illinois educators reviewed and agreed on the general criteria and the specific features representing what students should know and be able to do in writing. The guide for functional writing was used in the 1983 IIEP assessment of the writing of 7,000 students in grades 4, 8, and 11. Interrater agreement levels were acceptably high, and the guide was positively received by teachers throughout the state.

Subsequent to the 1983 assessment, minor revisions and clarifications were made to the scale, and parallel versions were developed tailored to expository and narrative writing. In these parallel, discourse-aim-specific guides, decision rules concerning the assignment of the scores remained the same. Each version simply used the terminology keyed to the particular discourse aim. The results of the 1985 assessment showed a considerable improvement in interrater agreement levels.

To date, then, the combined holistic/analytic rating guides have assessed considerable support for their reliability and validity. Moreover, the guides have been highly praised for their instructional utility. Simplified versions of the guide have been developed by the Carlton Board in Canada and by Illinois teachers. The Illinois State Board of Education will continue to work closely with educators throughout Illinois and the nation to make the guides and writing assessment program useful resources for instructional improvement.

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KKM:5873f

Appendix B

Validation Committee Members and Scorers

The writing assessment involved a two-stage process of training scorers and rating papers. In the first stage, a Statewide Validation Committee of 16 expert raters representative of elementary, middle, and high school teachers from the 1983 assessment was established. These teachers worked for over two weeks selecting and scoring student papers from each grade level to use during the training and scoring sessions. Papers were also selected to display score categories representing each level of development in all writing assignments.

The following people served on the Validation Committee as trainers and table headers. They deserve a great deal of the credit for the excellent reliability ratings achieved during the scoring session.

Catherine Hendrickson
Helen Holm
Allison White
Judith Gibbons
Martha Sierra-Perry
Barbara Archer
Byron G. Pappas
Jane Lawder
Robert H. Wylder
Ruthelma Wankel
Barbara M. Palmer
Patricia Anderson
Rita E. Dunn
Andrea Berryman
Barbara Bankson
Susan Sawers

The representative prescored papers and feedback sheets were used during the training of 65 teachers from throughout Illinois who had agreed to be raters. The prescored qualifying papers were used to determine if the 65 raters were applying scoring criteria consistently. An 80% agreement level on all features was the criterion necessary before a rater could begin, to score papers independently. That is, at least 80% of the time, raters scores would not be more than one point apart on independently evaluated identical papers.

During the actual rating of the 1985 student writing assessment papers, rater agreement was checked in two different ways--through double scorings and through check papers scored by the Validation Committee. Twenty percent of the papers were scored twice to assure a high level of interrater agreement. Table 1.2 shows a comparison of the twice-rated papers from 1983 and 1985.

Table 1.2
Percentage of Interrater Agreement Levels
within One Point for Each Feature

	1983	1985
Integration	87%	95%
Focus	76%	92%
Organization	81%	93%
Support/Elaboration	79%	95%
Conventions	86%	83%*

* This level represents exact agreement because of the two-point scoring used in 1985.

It is worth noting that not only are the percentages of agreement higher in 1985 than in 1983, but these levels of agreement were obtained across three discourse aims (persuasive, narrative and expository) and 11 different writing subjects.

The second index of rating quality was the degree of agreement with the Validation Committee-scored check papers. This index measures interrater agreement and, as one form of scale validity, how accurately raters continue to apply criteria. A comparison of the results is presented in Table 1.3. All of the agreement levels increased from 1983 to 1985.

Table 1.3
Percentage of Rater Agreement with Check Papers
within One Point for Each Feature

	1983	1985
Integration	92%	96%
Focus	74%	93%
Organization	86%	93%
Support/Elaboration	81%	94%
Conventions	85%	96%*

* This level represents exact agreement because of the two-point scoring used in 1985.

In summary, the data gathered on the quality of the training and scoring indicate that raters do use criteria in the Illinois Integrated Rating Guide accurately, consistently and efficiently when scoring for purposes of general statewide achievement.

The following people served as scorers for the 1985 Writing Assessment. They did an outstanding job of scoring approximately 20,000 student papers.

KKM:6377f

Scorers

Karen Stone
Kay Wilson
Arcelia Watson
Mary Suddarth
Evelyn Foster
Susan Day
James Acor
David Franke
Pamela Camarto
Edwina Finet
Nell Wiseman
Cinda Klickna
Margie Wilson
Carolyn Brown
Norma Brown
William DeLoriea
Richard Bagby
Patricia Holt
Mary Mills
Clare Barkley
Alan Brown
Jan Wohlwend
Marjorie Lowman
Raymond Hollman
Susan Penn
Linda Kopecky
Laura Myers
Ruth Cortright
Gena Larson
Vincent Kelly
Linda Norman
Janet Keup

Gary Vitale
Ida Johnson
Marti Swanson
Bonny Knotts
Belinda Droll
Erik Torrison
Cynda Strong
Robert Nelson
Elizabeth Hull
Gerald Torrence
Joan Kroll
Deborah Moldenauer
Karen Boyer
Dwain Preston
Dixie Ward
Becky Adams
Dan Kuglich
Julienne Coulter
Carol Coulter
Nancy Schmidt
Janet Stevens
Leticia Esquivel
Bruce Paisley
Rebecca Murphy
Betty Watkins
Karen Beasly
Debra Crowe
Mary Jo Haven
Joan Reed
Joseph Grohens
Barbara Kalina
Mary Kepler

Appendix C

Copies of the Writing Assignments and Papers

Prompt A - Persuasive

Television

The mayor of your town recently made the following statement: "It always strikes me as a terrible shame to see young people spending so much of their time staring at television. If we could unplug all the TV sets in America, our children would grow up to be healthier, better educated, and more independent human beings." Your newspaper wants to print the four best student responses to this statement.

WRITING ASSIGNMENT: Do you agree of disagree with the statement? Write an essay for the newspaper in which you agree or disagree and explain your position.

- Decide whether you agree or disagree with the statement.
- Use the names of TV programs in your examples.
- Explain how these programs are helpful or harmful to people who watch them.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- State one position clearly. Be sure to defend only one point of view.
- Give several reasons and examples to make your point.
- State your reasons in the beginning of your paper.
- Organize your ideas carefully.
- Use language and information appropriate for the teachers who will read your essay.
- Check that you have correct sentences, punctuation, and spelling.

I definitely disagree with our Mayor Bud Fleming. Television is helpful in many aspects. Like the Eyewitness News. By watching this program students of all ages can learn about the crimes and happenings going on all over the world. It will show them what will happen to them if they should ever commit any of the crimes shown. It will allow them to get ahead in the world.

Some of the movies shown on television will show us some answers also, such as the movie "Bill" and "Bill on his own". These movies showed what happens to people who are mentally handicapped and what we can do to help. In another movie

"Jason" it was a helpful movie on children who are kidnapped and how respectful citizens helped to relocate and bring back home a missing little boy.

The CBS afternoon specials have special topics for teenagers who would like to watch and get rid of some of their problems. They might show a film on drug and alcohol abuse or a show on physically handicapped people. These kind of shows I feel help teenagers today face with these problems and how to cope with them.

Some special channels can also provide helpful information. Like Channel 38. By watching this channel you can grow more closely in your relationship with God.

You can now see why I feel our Mayor is wrong in his feelings.

FEEDBACK SHEET - Paper one - Prompt A/Television

INTEGRATION 5

Training paper #1 displays a mastery of each element rated and could easily become a "6" paper after teacher-pupil conferencing. Greater specificity in focusing statements resulting in an introductory paragraph would improve both focus and organization.

FOCUS 5

The writer states the position clearly in the paper's opening sentence and proceeds to establish the intended direction of development by using the encompassing word "helpful." No further specification is offered.

The writer could easily add specificity to the focusing statements by indicating the intent to develop the examples of "Eyewitness News," television movies, "CBS Afternoon Specials" and special channels.

This paper ends with an emphatic concluding statement which reaffirms the initial stance.

SUPPORT 6

Further specificity in development of "Eyewitness News" and further elaboration of special channels would strengthen this paper. Nonetheless, by naming specific programs and explaining the ways in which each of those programs is helpful the writer achieves a "6" rating in this element.

ORGANIZATION 5

This paper evidences the writer's knowledge of the purpose of paragraphing by dividing major points into paragraphs containing controlling statements which govern subsequent information. Transitional elements such as, "In another movie," periodic inclusion of the words "help" and "helpful," and use of "also" add cohesion.

However, optium organization would not include a one-sentence paragraph, would further develop the introductory paragraph, and would separate the first supporting example into a paragraph distinct from the introduction.

CONVENTIONS - PLUS

The writer displays an adequate command of conventions despite some difficulties.

Prompt B - Persuasive

School Problem

Imagine that your principal has asked for suggestions on how to make things better in your school. Think of <u>one</u> problem or situation which you would like to see changed in order to make school life better for you and others.

<u>WRITING ASSIGNMENT:</u> Write an essay for the principal in which you:

- Describe one problem or situation.
- Explain how your solution can work.
- Explain how the suggestion will improve the school.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- State one problem and one proposed solution clearly.
- Give several reasons to explain how your suggestion will improve the school.
- State the problem or situation and your solution for it in the beginning of your paper.
- Organize your ideas carefully.
- Use language and information appropriate for the principal.
- Check that you have correct sentences, punctuation, and spelling.

Prompt C - Persuasive

12-Month School Year

Your school district is considering the possibility of having a 12-month school year. Some people have said that students do not need three months off in the summer because they waste a lot of time which could be spent studying and learning important things. Some people said that there is a lot of time wasted in the fall having to review because students forget over the summer. Your principal is asking students for their opinions on this subject.

WRITING ASSIGNMENT: Do you agree or disagree with having school 12 months a year? Write an essay to your principal in which you agree or disagree and explain your position.

- Decide whether you agree or disagree with this plan.
- Give several reasons why you agree or disagree.
- Explain how having three-month vacations is helpful or harmful to students.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- State one position clearly. Be sure to defend one point of view.
- Give several reasons and examples to make your point.
- State your reasons in the beginning of your paper.
- Organize your ideas carefully.
- Use language and information appropriate for the principal.
- Check that you have correct sentences, punctuation, and spelling.

Prompt D-Narrative

Memorable Experience

Think about an experience you have had that you will never forget and tell how or why it was memorable. It might be when you saw a famous person or went to a special event or place. It might be a time when you felt that you were treated unfairly or a time when you were frightened. Do not include dreams or made-up stories as memorable experiences or events.

Procedure: Choose one special event or memorable experience that has occurred and write an essay in which you tell what happened in the order in which it happened.

- Identify one special event or memorable experience in the beginning of your paper.
- Tell what happened in the order in which it happened.
- Tell why or how this event/experience is memorable or significant/important to you.
- Explain what your feelings were throughout the event/experience. That is, what kind of reactions did you have and how was the experience significant/important?

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- Focus on one event/experience.
- Identify that event/experience in the beginning of your paper.
- Give enough details about what happened that explain how you felt.
- Organize your ideas carefully.
- Use language appropriate for the teachers who will read your essay.
- Check that you have correct sentences, punctuation, and spelling.

An experience I will never forget is when I got my car stuck early New Years Day morning. I had been at a friend's house, which is in the country, watching TV, playing games, and eating alot of food. I hadn't been paying attention to the weather and when it came time to leave, I was surprised by how much snow had fallen since I had been there.

It was late and I was tired, so a friend and I thought we would give it a try and see if we could make it home.

Having had little experience in winter driving, I had no idea how treacherous snow could be. We made it down her long driveway without too much trouble despite almost getting stuck looking the car around.

My friend lives on a hill, so when I came to the end of the driveway, I stopped extra long to make sure there was coming

I must have stepped on the gas a little too sharply then so I went into a slide and became stuck sideways across the road. After finally getting the car to reverse, I was able to maneuver it into the opposite lane of traffic. Luckily, because of the snowstorm there were hardly any cars out at that time. I, with the help of my friends and the parents of the girls house I was at, we were able to shovel the snow, along with the driveway. Then with the help of a pushing motorist, we were able to get the car safely back into the driveway.

I learned my lesson that morning, and from now on I'll be sure to check the weather conditions before I start driving anywhere.

Feedback Sheet - Student Paper One

INTEGRATION - 5

This is a well-formed compostion that does present an account of a single event in which details elaborate what happened, to whom, how, and why. However, although the paper does note the significance of the event, it does not elaborate on the writer's reaction to the significance of the event. This flaw keeps this paper from receiving a six in Integration and instead rates a five in Integration. Specific details and illustrations describe the context action and effect. The progression of actions is logical chronological and explicitly signaled. Content and tone are appropriate. Conventions are not a problem.

FOCUS -5

In order to receive a six in focus, the paper must announce the nature of the event and its specific effect. This paper clearly states the event, but the writer's reaction must be inferred. The opening and closing are consistent with each other, but they do not reinforce each other.

SUPPORT/ELABORATION - 5

The paper includes details which develop the action within the event. There is some attempt to explain causal relationships. Some reaction words are used--"surprised," "tired," "luckily"--but are not further elaborated upon.

ORGANIZATION - 5

The narrative has a clear beginning and ending. Paragraphs and transitions signal the chronological text structure, does lack cohesive ties which connect one action/reaction to the next. These, in addition to the presence of occasional one-sentence paragraphs, keep the score at a five, rather than a six.

CONVENTIONS +

The writer displays an adequate command of conventions.

FOLLOW DIRECTIONS +

Prompt E-Narrative

Performance

Suppose that you have just watched [not participated in] a performance, such as a movie or a play. You enjoyed it so much that you want to share your experience with others.

Procedure: Write an essay for other students your age telling about the experience. Think about the event and the people involved in it. In your essay be sure to:

- Identify one performance in the beginning of your paper.
- Give your reaction and the audience's reaction to the performance.
- Tell about the major parts and the most exciting moments.
- Describe vividly some of the people, the situation, and the action.
- Tell how you and others watching the performance felt.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- Focus on one performance and identify it at the beginning of your paper.
- Give enough details and examples to vividly describe the performance.
- Organize your ideas carefully.
- Use language and information appropriate for the teachers who read your essay. Do not use radio announcer's jargon or punctuation.
- Check that you have correct sentences, punctuation, and spelling.

Prompt F-Help Someone

Think about a specific time when you helped someone or someone helped you. It could have been a friend, a relative, or even a pet. Give the details surrounding that situation and be sure to explain how you felt about helping or being helped. Tell the significance/importance you found in the experience.

Procedure: Choose one time when you helped or were helped and write an essay.

- Identify one time when you helped or were helped in the beginning of your paper.
- Tell how or why it happened. Explain carefully who was helping whom. Use specific details.
- Explain how you felt.
- Examine the significance/importance of the experience. Was any lesson learned?

Take a few minutes to plan your essay on the scratch paper provided. In Your essay be sure to:

- Focus on one event and identify that event at the beginning of your paper.
- Give enough details about what happened and how you felt.
- Do not write about an imaginary time when you helped or were helped.
- Use language appropriate for the teachers who will read your essay.
- Check that you have correct sentences, punctuation, and spelling.

Prompt G - Expository
Pioneer Food/Today Comparison

You have been asked to write a report about the differences between food on the frontier and food today. Below are some facts about food. Use these facts in your report. Use other facts that you remember about food from school, television, or other experiences.

Corn and meat were the basic foods of the pioneer family. The pioneers raised and ate corn because it kept well in any season and could be ground into meal. The settlers used the meal to make mush, porridge, and various kinds of corn bread. For meat, the pioneers raised cattle, sheep, hogs, and chickens. They also hunted wild fowl and other game. They had no refrigeration, but they kept meat from spoiling by drying, smoking, or salting it.

WRITING ASSIGNMENT: Write an essay for your social studies teacher about the differences between food on the frontier and food today. Do not make a list. Write in paragraph form.

- Give several reasons for these differences.
- State clearly what you are comparing in the beginning of your paper.
- Provide reasons and examples in your comparisons. Use the information given, and add other information that you remember.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- Organize your ideas carefully.
- Use language and information appropriate for the social studies teacher.
- Check that you have correct sentences, punctuation, and spelling.

STUDENT PAPER THREE

The pioneers lived a much different way of life than modern day people do. The pioneers had to hunt, pick, collect, grow, and harvest their own foods. Nowadays, people can get in their car and drive to the supermarket to purchase their food.

When pioneers lived, they had to raise their own animals for meat. They had to keep meat from spoiling by drying, smoking, or salting it. They made stews and soups with their meat. Nothing was wasted.

Today, people simply put their meats in a freezer, and take the meat out when they want to consume it. People still use bones to make soup, but it's much easier to buy it in a can. Anything that

is not eaten or used may be
thrown away.

Children always want a snack. In the pioneer days, mothers would recommend, "Have an apple." Sweets were luxuries and were not commonly found in households like they are today. Other snacks like potato chips, nacho chips, and soda pop were not known to pioneers because they didn't know of the chemicals and methods of making them.

Modern technology has played a large part in the foods we eat, methods of getting them. If pioneers lived today, they'd surely be overwhelmed by the lifestyles of today's people and definitely the way which we obtain our food.

FEEDBACK COMMENTS - STUDENT PAPER THREE

INTEGRATION - 5

This paper was rated with an overall score of "5." With a more definite focusing statement and better organization with more transitions, it could have been a "6." There needed to be more elaborations with the first difference.

FOCUS - 5

The opening sentence and closing paragraph relate well in this paper. The focus is stated for a "5," and if the specific points to be explained had been given in the opening, the paper could have been a "6."

SUPPORT/ELABORATION - 5

Three differences are mentioned: '...had to hunt" '...raise own food" "...snacks." Some specific support is given for each point. The first difference needs more elaboration to be thoroughly developed. With more second-order elaboration, this could be a "6." As is, this is a "5."

ORGANIZATION - 5

The plan of organization is clear in this paper with no major digressions. There are some transitions used vertically and horizontally, but to be a "6," more transitions would be needed. Also, the first sentence should have been expanded into a paragraph giving the points to be explained. The second sentence could then have become a new paragraph and developed more.

CONVENTIONS +

Although there are a few errors, none of them interfere with the reading.

INFORMATION - 5

Much of the information was used.

FOLLOW DIRECTIONS +

PROMPT H - EXPOSITORY
Earth/Moon

You have been asked to write an essay comparing the earth to the moon. Listed below are some facts about the moon. Use these facts in your report. Use other facts that you remember about the moon and the earth from school, television or other experiences.

FACTS ABOUT THE MOON

no drinking water	made of rock
no plant or animal life	mountains and plains
no air to breathe	contains craters
no storms	covered with dust
no active volcanoes	cold on the dark side
low gravity	hot on the light side

WRITING ASSIGNMENT: Write an essay for your science teacher explaining the differences between the earth and the moon. Do not make a list. Write in paragraph form.

- Give several reasons for these differences.
- State clearly what you are comparing in the beginning of your paper.
- Provide reasons and examples in your comparisons. Use the information given, and add information that you remember.

Take a few minutes to plan your essay on the scratch paper provided. In your essay, be sure to:

- Organize your ideas carefully.
- Use language appropriate for your science teacher.
- Check that you have correct sentences, punctuation, and spelling.

Prompt I - Expository

Special Place

If you could be anywhere at all, where would you choose to be? It could be a park, the beach, the mountains, or some other place you especially like.

WRITING ASSIGNMENT: Write an essay for a friend in which you describe a special place where you would like to be and explain why you would like to be there.

- Choose one place.
- Describe that place.
- Explain why the place is special to you and why it might be special to the reader.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- Focus on one place. Identify that place and why it is special in the beginning of your paper.
- Give several details to describe the place.
- Organize your ideas carefully.
- Use language appropriate for the teachers who will read your essay.
- Check that you have correct sentences, punctuation, and spelling.

If there was one particular place I'd like to be right now, it's West Germany. It's a country with beautiful scenery, wonderful people, and an interesting culture. It's particularly special to me in that I've lived there for two years. Some of the best memories are of the land.

The ~~land~~ landscape in Germany is mountainous, woodsy, and, from an airplane, looks much like a patchwork quilt where the crops are planted. For the most part, the scenery is much like that out of a fairytale. In almost every town or city there is a castle at the highest point of the land. If a person wakes up early enough, he may see deer in the forrests, even close to the housing developments and, because of a fog or mist that's present every morning, being outdoors in the woods is rather exciting if not somewhat mysterious and eerie. Even though the scenery is not

a thing to be missed, neither are the people.

The people of Germany live lives very much according to tradition. The women, although it's rather unfortunate, still generally take the role of housewife. Most women, however, spend their spare time taking care of a garden or roses. Some of the most beautiful gardens can be found just walking down a street. Girls are taught such skills as sewing and knitting by their mothers and spend a lot of time doing household activities, although they still go to school. Boys and men generally dominate and take the leading role in a family. For some people, such as myself, these expected roles are difficult to cope with. Even though this is a difficulty, it's so easy to get along with the people for they are generally friendly and willing to help.

The culture is the last aspect to be covered. This comes about in their food, traditions, and lifestyles. It's interesting to see how differently people live in other countries, especially Germany, as it has so much to offer. West Germany is a country to visit if one has the chance as it is most beautiful and has been around for hundreds of years.

Feedback Comments - Student Paper Eleven

INTEGRATION - 5

This is a well-formed composition that can stand on its own merit; however, the paragraphing error in the last paragraph and the digression about her personal feelings on the role of women keep the integration score from being a 6.

FOCUS - 6

The place is stated and the key points are named. The opening and closing relate.

SUPPORT/ELABORATION - 6

Thorough support for every point. Almost all is further elaborated.

ORGANIZATION - 5

The plan is clear with transitions and cohesive ties throughout. There is, however, a paragraphing problem in the last paragraph along with a minor digression earlier.

CONVENTIONS +

Nothing major.

FOLLOW DIRECTIONS +

Prompt J - Expository
Mood/Little House

Authors generally try to give the reader a sense of feeling or mood when they write by using words which suggest that feeling. An author might use sunny, light, smiling, or laughing to tell about a happy mood. The following passage is by Laura Ingalls Wilder who wrote Little House on the Prairie. As you read the passage, think about the mood she is creating.

"Well, all's well that ends well," Pa replied. "And those wolves are miles from here by now."

"I don't know, Laura," he said. "I guess they had just eaten all they could hold and they were on their way to the creek to get a drink. Or perhaps they were out playing on the prairie, and not paying any attention to anything but their play, like little girls do sometimes. Perhaps they saw that I didn't have my gun and couldn't do them any harm. Or perhaps they had never seen a man before and didn't know that men can do them any harm. So they didn't think about me at all."

Pete and Patty [the cows] were restlessly walking around and around, inside the barn. Jack [the dog] walked around the camp fire. When he stood still to smell the air and listen, the hair lifted on his neck.

"Bedtime for little girls!" Ma said cheerfully. Not even Baby Carrie was sleepy yet, but Ma took them all into the house. She told Mary and Laura to go to bed, and she put Baby Carrie's little nightgown on and laid her in the big bed.

Then she went outdoors to do the dishes. Laura wanted Pa and Ma in the house. They seemed so far away outside.

The house was safe, but it did not feel safe because Pa's gun was not over the door and there was no door; there was only the quilt.

After a long time Ma lifted the quilt. Baby Carrie was asleep then. Ma and Pa came in very quietly and very quietly went to bed. Jack lay across the doorway, but his chin was not on his paws. He was up, listening. Ma breathed softly, Pa breathed heavily, and Mary was asleep, too. But Laura strained her eyes in the dark to watch Jack. She could not tell whether the hair was standing up on his neck.

Suddenly she was sitting straight up in bed. She had been asleep. The dark was gone. Moonlight streamed through the window hole and streaks of moonlight came through every crack in that wall. Pa stood back in the moonlight at the window. He had his gun.

Writing Assignment: In this selection from a Little House on the Prairie story, the author describes an evening in the life of a frontier family. Write an essay in which you describe the clues the author uses to set the mood or feeling in this passage.

Decide what kind of mood or feeling the author sets in the passage. State the mood or feeling and the clues used to give that mood or feeling in the beginning of the paper.

Identify the clues (words or phrases) used to create the mood or feeling.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

Organize your ideas carefully.

Use examples and information from the story to explain your ideas.

Use language and information appropriate for the language arts or English teacher.

Check that you have correct sentences, punctuation, and spelling.

STUDENT PAPER FIFTEEN

I believe that Laura Ingalls Wilder is trying to set a mood of mystery. It seems as if she is trying to make the reader wonder what is going to happen next, and if that something is going to be bad.

Mrs. Wilder put several phrases and sentences in just the right places of the story that put the reader on edge and make him think that the wolves will return. It creates an air of nervousness when she describe how the animals are acting. She said that the cows were restlessly walking around, inside the barn and that the dog walked around the campfire. She mentioned that when the dog stood still to smell the air and listen, the hair lifted on his neck. So she made it seem as if the animals even knew that some bad happening was about to occur.

Mrs. Wilder then explains that her parents seemed so far away when they were only outside.

She also explains that their house was safe, but she didn't feel safe because her father's gun wasn't over the door, and that the door was only a quilt. These sentences and phrases show her fear of a bad happening.

Mrs. Wilder finally ends by making the reader believe that the time has arrived for the bad happening to occur. The wolves must be back, because she says that during the night her father stood back in the moonlight at the window and he had his gun. I think that she says this to fill the reader with intrigue and make him ask himself what is really outside their house.

Feedback Comments - Student Paper Fifteen

INTEGRATION - 5

Well-formed composition; however, it is a little wordy which makes it awkward. Each feature is evident with clear lines of reasoning. The essay may stand alone.

FOCUS - 6

The focus is clear. There is a general statement of the main points. There is an ending that is consistent with the beginning.

SUPPORT/ELABORATION - 6

The essay's main mood is explained and elaborated by details. Almost all is further elaborated with much second order.

ORGANIZATION - 6

There is a clear plan with no digressions. The writer uses transitions and unifiers throughout.

CONVENTIONS +

No serious communication errors.

INFORMATION FROM PASSAGE - 5

This writer uses much specific information to support the stated moods. The writer has generalized some information. The information is used correctly.

FOLLOW DIRECTIONS +

Prompt K - Expository
Mood/Mystery

Authors generally try to give the reader a type of mood or feeling by using words which suggest that feeling. An author might use words like sunny, light, smiling, or laughing to tell about a happy mood. The following passage is from a story about a young person's adventures. As you read it, think about the mood or feeling which the author is creating.

> But before I snuggled down to go to sleep, I sat up close to the window for a moment and looked out across the lake. In spite of moonlight, it was very dark where the shadow of the wooded hill blackened the lake. Frogs and insects were as loud and as busy as ever and there was no other sound anywhere, except for a soft murmur of voices upstairs.
>
> I waited for my eyes to get used to the darkness of the lake and opposite hillside, but even then I could see no lights showing through the trees. After I had searched the hillside where the house must be, I suddenly found that I could make out a light. It was a strange light to see up there--not the yellow-gold of lamplight, but something that glimmered bright crimson among the dark trees.
>
> As I stared, with my heart thumping faster, a yellow light came on over in the lived-in part of the house, and now I could tell that the crimson light must be in the empty ruins where I had heard the shuffling of a horse. But why should a red light burn over there? It was very queer and somehow a little frightening. Red stood for all sorts of things. Red for blood, red for warning--red for an unfriendly KEEP OUT sign.
>
> Suddenly my downstairs room seemed lonely and far away from the rest of the house. I lay down, pushing my cheek into my pillow, pulling the blanket over me. It was good to find that the red glimmer was out of sight when I was lying down. I would hate to have that one warning eye staring at me all night long.

WRITING ASSIGNMENT: In this selection the author describes a young person's feelings as she looks out the window at bed time. Write an essay in which you describe the clues the author uses to set the mood in this passage.

> Decide what kind of mood or feeling the author sets in the passage. State the mood or feeling and the clues used to give that mood or feeling in the beginning of the paper.
>
> Identify the clues used to create the mood or feeling.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

> Organize your ideas carefully.
>
> Use examples and information from the story to explain your ideas.
>
> Use language and information appropriate for the English or Language Arts teacher.
>
> Check that you have correct sentences, punctuation, and spelling.

Illinois
State Board of
Education

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Illinois State Board of Education

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